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ABSTRACT

This study of pre-college psychology in Florida is presented to assist educators and researchers in their efforts to more fully describe and assess the development of pre-college psychology in general. It is divided into five sections: (1) An Introduction; (2) The 1970-71 Survey, including the questionnaire sent to Florida secondary schools, the data from the survey, and the report on the data; (3) The 1972-73 Survey, including the questionnaire, data, and report; (4) A Review of the Literature, pre-college psychology; and (5) A 228-Item Bibliography, pre-college psychology. For a discussion of the reports pertinent to each survey see ED 073 026, The 1970-71 Study of the Status of Pre-College Psychology in the State of Florida, and ED 087 651, The Status of Pre-College Psychology in the State of Florida During 1970-71 and 1971-72: A Comparative Report. (JH)

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ED 096209

The Data Base for the Study of Pre-College Psychology in Florida: 1970-71 and 1972-73

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A technical report prepared for the American Psychological Association Clearinghouse on Pre-College Psychology, Washington, D. C. Simultaneous purpose of this report was to submit it for inclusion in the ERIC microfilm system.

April 25, 1974

*Robert J. Stahl is a member of the Institute for Development of Human Resources.

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The efforts of J. Doyle Casteel in writing the two status reports are self-evident when one reads the two monographs reporting the survey data.

Finally, Linda Cockrell, P. K. Yonge Staff Secretary, must receive special recognition. Through time and patience, she unscrambled, edited, and typed the data reported in this manuscript. I came to realize and appreciate her professional advice and skills during the preparation of this manuscript. Few individuals would have accepted the challenge in transforming the original rough drafts into the form presented herein. I will forever be indebted to her for her efforts.

Robert J. Stahl
Research Assistant

Gainesville, Florida
March 14, 1974

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Section I

An Introduction

An Introduction

The history of pre-college psychology in American schools is an interesting one. The history of the study of the status of psychology on the secondary school level is even more interesting. While a number of individuals have conducted surveys relative to the status of psychology in the high school, many of the reports based upon the collected survey data have been lost. Others have been made available in limited quantities and are currently possessed by only a few individuals fortunate enough to have obtained copies. Even more upsetting than having lost the results of the data analysis is the fact that the data upon which these reports were based was also lost. These persons interested in studying raw data to further analyze relationships and trends had little to go on. Such persons are often limited to the data reported in published papers and journals.

Frustration at the lack of finding raw data to study the status and trends of pre-college psychology brought about this report. It is intended to be a first step in providing this kind of data to others in the field. Through the facilities and reproduction processes of the ERIC system, this data can be made available to others on a more permanent basis than ever before possible. In essence the ERIC retreival system provides an answer to our needs and the needs of others interested in securing such valuable data.

My hope is that the inclusion of this manuscript into the ERIC system will encourage others possessing similar data to make it available so that current and future researchers will have the kinds of information and data they need. Hopefully, this document will be a first among a number of manuscripts reporting basic raw data from which status reports have been and may be written.

In conclusion, this manuscript has been an effort to assist educators and researchers in their efforts to more fully describe and assess the development of pre-college psychology.

Section II

The 1970-71 Survey

A. A copy of the 1970-71 questionnaire.

B. The data base.

C. The report of the data.

NO._____

QUESTIONNAIRE ON PSYCHOLOGY IN THE SECONDARY SCHOOL
(Please Type or Print)

1. Name _____
(Last) (First) (Middle initial)

2. Position_____ 3. School_____

4. School Address _____

5. City _____ 6. County _____ 7. Zip _____

8. Do you teach (the/a) course in psychology? a) yes_____ b) No _____

9. Is psychology taught as a specific subject for credit at your school?
a) Yes_____ b) No _____

10. Is psychology taught in any phase of your curriculum? a) yes_____ b) No____

11. Is the course of psychology an elective or required course? a) Elective _____
b) Required _____

12. Indicate the length of time psychology is offered as a subject of study at your school:
_____a) No psychology is taught
_____b) at least 6 weeks
_____c) at least a semester
_____d) a full year course
_____e) other (specify)_____

13. If psychology is included as a portion of another course, indicate which course it is included in:

_____a)	Contemporary Issues	_____e)	Child Development
_____b)	Senior Social Studies	_____f)	Sociology
_____c)	Problems of Democracy	_____g)	Home economics
_____d)	Family Life	_____h)	Other (Specify)_____

14. Approximately how many students took psychology as a course of study last year at your school?_____

15. How many students are currently taking or will be taking psychology as a course of study this year?_____

16. What grade level(s) are eligible to tkae the psychology course? (Indicate the most exact answer) a) 9th grade_____ b) 10th grade_____
c) 11th grade_____ d) 12th grade_____ e) 10 through 12_____
f) 11 and 12_____ g) Other (specify)_____

17. Do you use a state-adopted textbook in teaching the course? a) Yes____ b) No____

18. If you do use a state-adopted textbook, indicate the one you use:
_____a) Psychology: Its Principles and Applications by T.L. Engle
_____b) Psychology by W.J. McKeachie and C.L. Doyle
_____c) Psychology: The Science of Behavior by A.A. Branca

19. To what extent do you use the textbook in your course?
_____a) It is never used _____b) It is used occasionally
_____c) It is used often _____d) It is used a great deal of the time
_____e) It is used for lack of any other reading material(s)

No._____

20. What is your area of certification?
_____a) Social studies _____b) Home economics
_____c) Science _____d) Guidance and/or Counselling
_____e) Other (specify)_____

21. How many hours of college credit have you had in psychology or social-psychology courses?_____

22. Do you feel you have enough college course preparation to teach psychology adequately in the high school? a) Yes_____ b) No_____

23. Does your school or county have a curriculum guide relating to the teaching of psychology in the high school? a) Yes_____ b) No_____

24. If "Yes" in #23, indicate the level of the curriculum guide:
_____a) County _____b) School _____c) both of these have guides _____d) neither have a guide, but I have developed my own

25. Do you feel a need for more materials and literature to help you do a more adequate job of teaching psychology? a) Yes_____ b) No_____

26. Would you consider using more materials, audio-visuals, and literature if they were available to you? a) Yes_____ b) No_____

27. What type(s) of additional materials relating to psychology would you want to see made available for your use? (Indicate as many of these as you feel you would need or would like to see made available)
_____a) a new textbook _____b) films
_____c) filmstrips _____d) overhead transparencies
_____e) posters and pictures _____f) a curriculum guide
_____g) materials for slow learners
_____h) materials for classroom experiments
_____i) a news letter or bulletin for teachers
_____j) pamphlets relating to careers in psychology and related fields
_____k) a reference service for students working on psychology projects and research papers
_____l) other (specify)_____
_____

28. Is psychology as a course of study considered a popular course for students to take at your school? a) Yes_____ b) No_____

29. Has student enrollment and demand for psychology courses risen or declined in the past two or three years?
_____a) student enrollment and demand has risen sharply
_____b) student enrollment and demand has risen slightly
_____c) student enrollment and demand has remained about constant
_____d) student enrollment and demand has decreased slightly
_____e) student enrollment and demand has decreased sharply

30. If no psychology is currently taught or planned for your school, would you be interested in beginning a course in psychology if information were made available to you? a) Yes_____ b) No_____

31. Additional comments, if any:_____
_____
_____
_____

Item number on questionnaire: 10

Item: Is psychology taught in any phase of your curriculum?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	128	100.0 %	12	140	76.9 %
B) no	0	.0 %	42	42	23.1 %
TOTALS:	128 *	100.0 %	54 **	182	100.0 %

*No responses in Category I: 0 (128 respondents in this category)
**No responses in Category II: 35 (89 respondents in this category)

Item number on questionnaire: 11

Item: Is the course of psychology an elective or required course?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) elective	126	98.4 %	3	129	98.5 %
B) required	2	1.6 %	0	2	1.5 %
TOTALS:	128 *	100.0 %	3 **	131	100.0 %

*No responses in Category I: 0 (128 respondents in this category)
**No responses in Category II: 86 (89 respondents in this category)

Item number on questionnaire: 12

Item: Indicate the length of time psychology is offered as a subject of study at your school?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) no psychology is taught	0	0.0 %	28	28	16.5 %
B) at least 6 weeks	5	4.0 %	7	12	7.1 %
C) at least a semester	85	66.4 %	0	85	50.0 %
D) a full year course	35	27.3 %	0	35	20.5 %
E) other (specify)***	3	2.3 %	7	10	5.9 %
TOTALS:	128 *	100.0 %	42 **	170	100.0 %

*No responses in Category I: 0 (128 respondents in this category)
**No responses in Category II: 47 (89 respondents in this category)

***9 weeks, 14-15 weeks.

Item number on questionnaire: 12 and 15 (combined)

Item: The length of time psychology courses are offered in terms of the total student enrollment.

Choices Provided	Total All Respondents Responses	Percentage
A) at least six weeks	478	2.4 %
B) at least nine weeks	333	1.7 %
C) at least a semester	15,401	77.9 %
D) a full year	3,474	17.6 %
E) other (specify)*	93	0.5 %
TOTALS:	19,779	100.1 %

* 14-15 weeks

Item number on questionnaire: 13

Item: If psychology is included as a portion of another course, indicate which course it is included in:

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) Contemporary Issues	4	6.1 %	4	8	7.5 %
B) Senior Social Studies	8	12.3 %	3	11	10.4 %
C) Problems of Democracy	9	13.8 %	10	19	17.9 %
D) Family Life	8	12.3 %	9	17	16.0 %
E) Child Development	13	20.1 %	1	14	13.2 %
F) Sociology	15	23.1 %	5	20	18.9 %
G) Home Economics	3	4.6 %	2	5	4.8 %
H) Other (specify)***	5	7.7 %	7	12	11.3 %
TOTALS:	65 *	100.0 %	41 **	106	100.0 %

*No response in Category I: 63 (128 respondents in this category)
**No response in Category II: 48 (89 respondents in this category)

***Economics (2)
American History
Health Education
Humanities
Child Behavior
The Individual and His Social Groups
Unspecified (5)

Item number on questionnaire: 16

Item: What grade level(s) are eligible to take the psychology course? (Indicate the most exact answer).

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) 9th grade (only)	1	.8 %	0	1	.7 %
B) 10th grade (only)	0	.0 %	0	0	.0 %
C) 11th grade (only)	1	.8 %	0	1	.7 %
D) 12th grade (only)	54	42.2 %	4	58	40.0 %
E) 10 - 12th grades	18	14.0 %	6	24	16.6 %
F) 11 - 12th grades	54	42.2 %	0	54	37.2 %
G) other (specify)***	0	.0 %	7	7	4.8 %
TOTALS:	128 *	100.0 %	17 **	145	100.0 %

*No responses in Category I: 0 (128 respondents in this category)
**No responses in Category II: 72 (89 respondents in this category)

***Specific grades indentified, but other grade levels allowed if students get permission from the teacher (5); The top grade in this school is the 11th grade (2)

Item number on questionnaire: 15 and 16 (combined)

Item: The number of students taking the psychology courses according to the grade level(s) the course is offered.

Choices Provided	Total All Respondents Enrollment	Percentage
A) 9th grade (only)	75	.4 %
B) 10th grade (only)	0	.0 %
C) 11th grade (only)	80	.5 %
D) 12th grade (only)	10,262	51.9 %
E) 10 - 12th grades	2,797	14.1 %
F) 11 - 12th grades	6,437	32.5 %
G) other (specify)	128	.6 %
Totals:	19,779	100.0 %

Item number on questionnaire: 17

Item: Do you use a state adopted textbook in teaching the course?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	116	92.1 %	14	130	82.3 %
B) no	10	7.9 %	18	28	17.7 %
TOTALS:	126 *	100.0 %	32 **	158	100.0 %

*No responses in Category I: 2 (128 respondents in this category)
**No responses in Category II: 57 (89 respondents in this category)

Item number on questionnaire: 18

Item: If you do use a state adopted textbook, indicate the one(s) you use:

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) Psychology: Its Principles and Applications (T.L. Engle)	86	73.5 %	9	95	72.5 %
B) Psychology (W.J. McKeachie and C.L. Doyle)	25	21.4 %	2	27	20.6 %
C) Psychology: The Science of Behavior (A.A. Branca)	29	24.8 %	3	32	24.6 %
TOTALS:	140 *[1]	N.A. %	14 **	154	N.A. %

*No responses in Category I: 11 (128 respondents in this category)
**No responses in Category II: 39 (89 respondents in this category)

[1] 23 respondents indicated they used more than one of these textbooks.

Item number on questionnaire: 19

Item: To what extent do you use the textbook in your course?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) never used	6	5.2 %	5	11	6.6 %
B) used occasionally	25	21.5 %	15	40	24.1 %
C) used often	42	36.2 %	17	59	35.5 %
D) used a great deal of the time	33	28.4 %	4	37	22.3 %
E) used for lack of any other reading material(s)	36	31.0 %	17	53	31.9 %
TOTALS:	142 *[1]	N.A. %	58 **[2]	200	N.A. %

*No responses in Category I: 12 (128 respondents in this category)
**No responses in Category II: 39 (89 respondents in this category)

[1] 26 respondents selected two choices in response to the question.
[2] 8 respondents selected two choices in response to the question.

Item number on questionnaire: 20

Item: What is your area of certification?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) Social Studies	92	71.9 %	56	148	71.2 %
B) Home Economics	1	.8 %	2	3	1.4 %
C) Science	5	3.9 %	2	7	3.4 %
D) Guidance/Counseling	14	10.9 %	5	19	9.1 %
E) Other (specify)***	16	12.5 %	15	31	14.9 %
TOTALS:	128 *	100.0 %	80 **	208	100.0 %

*No responses in Category I: 0 (128 respondents in this category)
**No responses in Category II: 9 (89 respondents in this category)

***See next page for the 'other' specified.

Item number on questionnaire: 20 (continued)

Item: Other (specifiy) -

The following table lists the other certification areas mentioned by the sixteen (16) teachers in Category I who marked the "other" choice in item 20.

Certificate Area	Category I Responses	Percentage
Sociology	4	3.1 %
Administration and Supervision	3	2.2 %
Philosophy	2	1.6 %
Physical Education	2	1.6 %
Language Arts (English)	1	.8 %
Intellectual Disabilities	1	.8 %
Math	1	.8 %
Psychology (M.A.)	1	.8 %
Religion	1	.8 %
TOTALS:	16	12.6 % *

* These percentages computed based on 128 responses rather than 16.

Item number on questionnaire: 21

Item: How many hours of college credit have you had in psychology or social-psychology courses?

This table identifies the number of hours of college credit respondents have acquired in psychology and social-psychology work.

Number of hours	Number of Category I Respondents	Number of Category II Respondents	Total All Respondents
0	7	25	32
1	1		1
3	1		1
4		2	2
5		1	1
6	4	7	11
8	1		1
9	8	6	14
10	2		2
12	14	10	24
14	3	1	4
15	11	5	16
16	3	2	5
17	1	5	6
18	6		6
20	7	1	8
21	5		5

Item number on questionnaire: 21 (continued)

Number of hours	Number of Category I Respondents	Number of Category II Respondents	Total All Respondents
22	4		4
23	4	1	3
24	12	1	13
25	4	2	6
27	1		1
30	9	1	10
31	1		1
32	1		1
33	2	1	3
34	1		1
35	3	1	4
36	3	3	6
40	4	4	8
42	3		3
45	3		3
50	3		3
54	1		1
55	1	1	2
57	1		1
60	1		1
71	1		1
80		1	1
90	1		1
TOTALS:	128*	81**	209

*No responses in Category I: 0 (128 respondents in this category)
**No responses in Category II: 8 (89 respondents in this category)

Item number on questionnaire: 21 (continued)

Item: How many hours of college credit have you had in psychology or social psychology courses? (Data calculated in semester hours).

	Category I	Category II II (89)	Overall Totals
Range of Hours	0-90	0-80	0-90
Mean number of hours	22.7	11.7	18.4
Mode (hours)*	12	12	12
Number with zero hours	7	25	32
Number of no responses	0	8	N.A.

* Does not include the respondents with no hours of course credit.

Item number on questionnaire: 22

Item: Do you feel you have enough college course preparation to teach psychology adequately in the high school?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	92	78.0 %	29	121	70.3 %
B) no	26	22.0 %	25	51	29.7 %
TOTALS:	118 *	100.0 %	54 **	172	100.0 %

*No responses in Category I: 10 (128 respondents in this category)
**No responses in Category II: 35 (89 respondents in this category)

Item number on questionnaire: 23

Item: Does your school or county have a curriculum guide relating to the teaching of psychology in the high school?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	29	24.9 %	5	34	19.9 %
B) no	87	76.1 %	50	137	80.1 %
TOTALS:	116 *	100.0 %	55 **	171	100.0 %

*No responses in Category I: 12 (128 respondents in this category)
**No responses in Category II: 34 (89 respondents in this category)

Item number on questionnaire: 24

Item: If "yes" in #23, indicate the level of the curriculum guide: (1)

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) County	8	28.6 %	2	10	32.3 %
B) School	6	21.4 %	0	6	19.4 %
C) Both of these have guide	4	14.3 %	0	4	12.9 %
D) Neither have a guide, but I have developed my own	10	35.7 %	1	11	35.4 %
TOTALS:	28 *	100.0 %	3 **	31	100.0 %

*No responses in Category I: 1 (29 respondents in this category)
**No responses in Category II: 2 (5 respondents in this category)

(1) These figures based upon the 34 respondents who answered number 23 "yes".

Item number on questionnaire: 25

Item: Do you feel a need for more materials and literature to help you do a more adequate job of teaching psychology?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	123	96.1 %	13	136	95.1 %
B) no	5	3.9 %	2	7	4.9 %
TOTALS:	128 *	100.0 %	15 **	143	100.0 %

*No responses in Category I: 0 (128 respondents in this category)
**No responses in Category II: 74 (89 respondents in this category)

Item number on questionnaire: 26

Item: Would you consider using more materials, audio-visual, and literature if they were made available to you?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	124	99.2 %	24	148	99.3 %
B) no	1	0.8 %	0	1	0.7 %
TOTALS:	125 *	100.0 %	24 **	149	100.0 %

*No responses in Category I: 3 (128 respondents in this category)
**No responses in Category II: 65 (89 respondents in this category)

Item number on questionnaire: 27

Item: What type(s) of additional materials relating to psychology would you want to see made available for your use? (Indicate as many of these as you feel you would need or would like to see made available).

Choices Provided	Category I* Responses	Category I* Percentage	Category II*** Responses	Total All Respondents Responses	Total All Respondents Percentage
A) film	110	85.9 %	21	131	60.4 %
B) materials for classroom experiments	99	77.3 %	21	120	55.3 %
C) filmstrips	76	59.4 %	17	93	42.9 %
D) a reference service for students	74	57.8 %	13	87	40.1 %
E) overhead transparencies	68	53.1 %	15	83	38.2 %
F) posters and pictures	65	50.8 %	20	85	39.2 %
G) a news letter or bulletin for teachers	65	50.8 %	10	75	34.6 %
H) a curriculum guide	64	50.0 %	20	84	38.7 %
I) pamphlets relating to careers	63	49.2 %	14	77	35.5 %
J) a new textbook	63	49.2 %	9	72	33.2 %
K) materials for slow learners	40	31.3 %	6	46	21.2 %
L) other (specify)	15	11.7 %	2	17	7.8 %
TOTALS:	802	N.A. %	168	970	N.A. %
Average selections per responder	6.2		1.9	4.5	

*Category I represents the 128 psychology teachers
**Category II represents the 89 other respondents

Item number on questionnaire: 27 (continued)

*Other (specify)	NO.
A) current events periodical for high school psychology classes	3
B) role-playing activities for problem solving	1
C) state or other free-materials guide	1
D) textbook with inquiry-oriented materials	2
E) white rats	1
F) skinner boxes	1
G) series of paperbacks	2
H) current films rather than outdated ones	2
I) results of latest research	2
J) knowledge of changes in psychological concepts	1
K) polygraph	1
L) frustration board	1
M) E.E.G.	1
N) reaction-time apparatus giving milli-second reading	1
O) electronically operated maze board	1
P) simulation games	1
Q) records	1
R) cassette and reel-to-reel tapes	5
S) workbooks for students	2
T) booklist for libraries to order from	2
	32*

* Several responders identified more than one other type of materials they wanted to see made available.

Item number on questionnaire: 28

Item: Is psychology as a course of study considered a popular course for students to take at your school?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	121	94.5 %	30	151	93.2 %
B) no	7	5.5 %	4	11	6.8 %
TOTALS:	128 *	100.0 %	34 **	162	100.0 %

*No responses in Category I: 0 (128 respondents in this category)
**No responses in Category II: 55 (89 respondents in this category)

Item number on questionnaire: 29

Item: Has student enrollment and demand for psychology courses risen or declined in the past two or three years?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) risen sharply	48	41.7 %	3	51	40.5 %
B) risen slightly	27	23.5 %	3	30	23.7 %
C) remained constant	31	27.0 %	3	34	27.0 %
D) decreased slightly	4	3.5 %	1	5	4.0 %
E) decreased sharply	5	4.3 %	1	6	4.8 %
TOTALS:	115 *	100.0 %	11 **	126	100.0 %

*No responses in Category I: 13 (128 respondents in this category)
**No responses in Category II: 78 (89 respondents in this category)

Item number on questionnaire: 30

Item: If no psychology is currently taught or planned for your school, would you be interested in beginning a course in psychology if information were made available to you?

Choices Provided	Total Category II Responses	Percentage
A) yes	52	88.1 %
B) no	7	11.9 %
TOTALS:	59 *	100.0 %

* No responses in Category II: 18 (77 respondents possible in this category)

Additional Comments made by Respondents in the 1970-71 Survey

During the fall of 1970-71, 217 questionnaires were received from secondary schools in Florida relative to psychology courses being taught. This section reports the responses to item #31 ("additional comments",) of that questionnaire.

Code No.	Comments
003	I taught psychology last year and answered this question from my standpoint as last year's teacher. I am no longer in the classroom. I do feel that there is a need and an interest in the course.
004	Please let me know what develops - I am very interested. We now offer semester courses in Sociology, Psychology, Marriage and the Family, and Contemporary Affairs - all of which include some study of psychology.
008	Our high school is small and we require two social studies courses in grades 10-12 already. We might consider psychology as an elective in future years.
012	As a former psychology instructor in Wisconsin, I can state unequivocally that this course was not only a popular one with the student populus, but it was also an influential factor in vocational goals; and I would recommend it be implemented into secondary curriculum where possible.
013	The study of human behavior in high school is essential to solving the problems of our society.
017	Student enrollment would have been greater this year if I had taught it, but it was necessary for me to take all the histories; approximately 50-60 students signed up for it but dropped it due to this fact. I hope to go back to it because of this.
018	More materials are needed to maintain the psychology course as an academic course preparatory to college psychology/sociology courses (i.e. the course should not be diluted to a "personal adjustment" class.)
020	Can use all the help and tools you can supply. We're weak in the subject in A.V., etc.
021	The student load in Psychology and Sociology has always been heavy. In teaching these 2 subjects for 12 years my smallest enrollment figure was 162 students for either subject.
023	Your project is needed very much! Please Hurry Up!

024 The materials checked in #27 are very vital to the course. If additional information were available students could receive a broader knowledge of this field. There are students so interested, they actually desire an additional year for advanced psychology.

025 Student demand is the reason why we added psychology to the curriculum. However, I have been teaching Sociology in this school.

026 I believe that psychology is a valuable and popular course for senior high level students. I have found that much of the technique and jargon are not motivating them - rather they enjoy well designed lectures on Freud, Waston, Jung, etc.

027 Wakulla High is a small school (750 students in 7-12 grades).

The course is popular among seniors and juniors planning to attend college, but not among average or below average students. Only a small percentage of our graduates go on to jr. college or college.

028 The psychology course (about one 6-weeks) was taught in 10th grade P.A.D. course - I would like to see it offered for at least one semester each year.

032 Psychology needs to be placed under the science department; it is a science rather than social studies.

034 The major difficulty with high school psychology is, in my opinion, the shortage of competent teachers. We need a special certificate area for this subject.

037 I would like to have a course added in psychology, but without additional staffing it would not be possible.

041 Students have asked about this subject, but we have never been able to offer it.

046 Psychology can be a tremendous aid in developing our youth. It could be one of the most influential subjects taught. At the present time not enough is offered in the field.

051 I would like to have a current textbook on basic psychology aimed specifically at the problems of young people.

052 Additional materials would be useful, however they are not necessary. The materials that I've manufactured during the last six weeks of this school year include; a finger maze, apparatus for classical conditioning, three learning problems, seven handouts, twenty-three overhead transparencies, and additional materials for experiments or demonstrations.

053 I am presently engaged in teaching the schedule I prefer and do not desire additional courses for certification in psychology. I think it would be valuable to the students.

058 A field so essential for every high school student should not be as neglected the way psychology has been. I feel psychology should be a required part of any high school.

059 Engle's book is excellent for basic psychology students, but there is a definite lack of outside reading material on the high school level and a definite lack of audio-visual aids to use in this course.

064 An additional course in Social Studies has been added which most of the slower students have been channeled into. Human Relations-Psychology has been a more academic course rather than a personality adjustment course which it was four or five years ago.

067 Please help. Happy to hear from you. Hope to hear from you again.

068 We use one semester to study the behavior of the individual in groups, and the other semester to study the behavior of the individual alone.

071 The course is one of the most popular at our school. Teachers with adequate background of the subject, and subject interests to make a good course are hard to locate. We cannot teach all who want the course for this reason.

074 I feel a programmed text for high school psychology is urgently needed.

075 As indicated by some responses - this is the first year for psychology (full semester) course in our curriculum. It is coupled with a second semester course in sociology.

077 Psychology may be offered in the near future if student interest continues to rise and a qualified teacher is found.

078 Psychology should be taken out of the Social Studies department where a teacher with only 3 hours of basic studies in psychology is given certification in Social Studies education.

080 The students enjoy psychology. We offer it for a semester and include it in "family living". It is for boys and girls. Many times I have more boys than girls.

081 I feel the class size should be limited to 25 - at the most for discussion and experiment participation reasons.

082 We use texts from Sadlier too.
Gr. 11 - Growth In Christ (it's Psychology) supplements T.L. Engle's text.
Gr. 12 - Series of 5 Text - Sr. Religion - Psychology - Sociology.
Seven others teaching the same subjects are as well qualified, if not better.

084 We are planning to offer semester courses in "Minority Groups", Psychology, Sociology, and Economics (possible) next year.

085 Would be interested in studying any materials. At present, however, the Social Studies department is interested in adding other courses to the curriculum before adding psychology.

086 Appreciate your interest and look forward to hearing from you again.

088 Psychology and sociology are electives. A 12th grader may choose to to with comparative government. I am enclosing a copy of our objectives for the course.

089 We use "Psychology for Living" in the first semester. In the 2nd semester we use "Man the Manipulator" with excellent results.

091 The course seems to attract good students. I find it a new, interesting, and enjoyable class to teach.

092 I would be very interested in the project - as I see a great need for this.

094 Our course is titled "Human Relations" to avoid the semester restrictions and to make it a full year of credit. We are in the process of ordering resource materials and single copies of various texts.

096 Certification standards are needed for the classroom teachers of psychology. Also leveled texts and materials for college preparation, vocational education, etc.

101 I think the school system is terribly short in materials for use in psychology. I would welcome all new materials, because I find concrete examples greatly multiplies learning.

106 I sincerely hope that high school psychology classes will benefit from your study, and I will be delighted to assist you with any information I can.

107 I teach Psychology on an applied basis such as "The Psychology of Advertising". I try to show how psychology is used in the students' daily life. I find that the "Dale Carnegie" course has helped me to be better qualified to teach psychology.

Have you looked into the Carnegie method?

108 We may start a course for seniors. I would like to use teaching-experiments. Each student would have an animal to use all the way through the course.

110 Glad to see things like this. We are badly in need of materials for the high school level.

111 Psychology was discontinued at our school 4 years ago when it was replaced by PAD. It may be possible to get a semester course put back in the curriculum if the stability of teachers and principle permit.

114 This school is offering psychology for the first time this year (at my request), thus making it possible for many different materials to be used as helpful aids in making this course a more desirable elective.

115 More students would be enrolled if psychology was offered more than one period per day. Teacher is only available to teach one period.

117 1969-70 - two periods per day/per semester were available. 1970-71 - one period per day/per semester. This is due to overcrowding, plus the additional requirement of a one year course in Contemporary Studies for Seniors.

118 Psychology is part of PAD, but a very popular part. The demand for a separate course is very common.

121 The two psychology teachers at our school would be very interested in developing psychology materials for secondary schools. We will send you under separate cover the beginnings of a rationale for content and methods we are developing. We would like to hear from you.

124 The development of any materials in psychology would help me tremendously. Please let me know about any new materials that become available.

125 There is a need for more up-to-date materials on the high school level. This is especially true of A.V. type materials and a more realistic textbook.

Please keep in mind that Dade County will go on the quimmester system within three years. All courses will be for nine weeks. Materials should be of the unit or topic type.

126 I do not know why psychology has risen so sharply at this time, but I am attempting to find out.

130 This has only been taught one year so some questions are hard to answer definitely or I do not know the answers at this time.

131 This was a popular course but was dropped several years ago because I had no time for teaching. State certification for teaching it in high school was not given to anyone; we had to curtail our electives due to school overcrowding; and no one else was qualified in any way to teach it. (We have usually only 45-55 seniors.)

132 We teach it on a limited basis in religion classes. We would be interested in more material.

133 The usual textbook material is much too abstract for students not planning for college education. The usually available classroom experiments (i.e. retention) are much too clumsy to administer and the concept involved is easily overlooked.

134 McKeachie is really the best book but is so expensive and too difficult for many of the students. We also feel the programmed instruction book which accompanies Engle is good as a learning aid.

138 Academic courses are being offered first this year. We plan to teach psychology as soon as possible.

139 Would appreciate any information you might have as to a course curriculum - the course was designed for 1 semester but I have to stretch it out for 1 year - I have a definite lack of material and would appreciate any information you could give me.

142 Text used is Psychology and Life, which is a college text. The reason it is used is because of the high percentage of college-oriented students enrolled. The program is new and seems to be well received and appears that it will grow.

143 As yet I am not familiar with the texts and what type of materials will be needed. Text to be used will be Psychology: Principles and Applications (T.L. Engle).

144 I and my students are very interested in psychology. If you have any information that I can use, please send it to me.

145 Enrollment figures include classes taught by two teachers. Child Development and Family Life classes are taught by the Home Economics Department.

146 The enrollemnt has remained constant due to the fact this is a select course at our school and even though we have many, many more students waiting to take the course we do limit the number.

149 Student enrollment has declined because of schedule difficulties. I do not teach it in a technical way, but try to make it apply to pupils' lives, now and in the future. I have many seniors and former graduates tell me Psychology was the most valuable course they had in school.

148 In Home Economics, the students are exposed briefly to child behavior as a part of their curriculum.

150 We need help to adjust to total integration. We have approximately 45 blacks and 55 whites together for the first time. Personal adjustment to this change is difficult. It is improving but there is need for background materials for a better understanding by both races.

153 Although overall enrollment has risen, there was a conflict this particular year in elective courses needed. Therefore those taking psychology, compared to last year dropped.

155 I am in hopes of building up the psychology curriculum, and would be grateful for any material that would help me do so.

Engle's book is used as background material - our library has very few resources.

158 Originally a part of Advanced Social Studies, psychology can no longer be offered in this school by directive of the principle.

160 Textbook (Engle) is horrible! It is too simple, even more, it is boring. With more materials and audio-visual aids, course could be made a lot more interesting.

161 Reason for decline in enrollment is that total school enrollment is down 2/3.

163 Psychology is taught for a semester with Sociology taught one semester.

Although the actual number of students taking courses dropped from 55 to 27, this was due to dropping of one period of psychology to fulfill other requirements. Next year we hope to add at least a second period.

165 If there is any other way I can help, please let me know. I am also interested in learning the results of this test.

166 You will note a decline (210 to 150) in student enrolled. One teacher assigned to this course last year caused this decline. Normally we have seven to nine sections of 30 students each.

I do not teach the course, but am in charge of curriculum.

167 Psychology will be offered as a semester course at our high school next school year - 1971-1972. We are already making plans to do this and will appreciate any information or suggestions concerning the course.

168 The principal dropped the course because he favors it being taught through courses like Sociology, Home and Family Living, Personal Problems (9-12).

Every year during registration students inquire about including it in the curriculum. The course was very popular when taught. Several of our graduates are majoring in Psychology.

169 I'm glad someone is finally taking an interest in high school psychology. We usually are thrown in with Social Studies and get literature or have workshops pertaining to history with no mention of psychology.

172 I believe that there is a definite place in the high school curriculum for psychology, however, there needs to be a great deal of work done before it can be real effective in the high school program.

Personally, even though I've had to teach it for several years, I feel very inadequate.

173 As we do not screen out slow learners or average learners, the state adopted texts are much too difficult and are not designed for an eighteen weeks course. We recently purchased the BRS-Foringer Classroom Experiment Kit - it is helpful.

How about some feeback on your study - will appreciate hearing from you.

177 I hope something comes of this survey.

178 The extremely small size of our student body (less than 300 in grades 7-12) all but prohibits the addition of psychology to our curriculum.

186 We do not have the course. I really doubt if a person with the broad field of Social Studies can do a satisfactory job in Psychology.

187 I teach all the Senior Government classes and can not add another course to my teaching load. The other two Social Studies teachers also have a full schedule already with American and World History.

190 This is the first year psychology has been taught at Palmetto, therefore it is difficult to answer some of the previous questions adequately.

192 The use of films available through the State Board of Health have added much to the effectiveness of our courses. A file of magazine clippings on subjects studied in the course which have been brought in by students provides current information.

193 Psychology is taught by several teachers here (Miami Beach Senior High School). We use different materials and teach on different levels.

194 #30, yes, if student interest demands it and a qualified person teaches the course. Psychology has been taught here but not in the last three years.

195 This year's drop was due to opening up of additional advance placement and other <u>elective</u> social studies.

196 This is a new school just opening this fall. Psychology is a semester course offered only in one or two high schools in the county (Broward). It was offered several years ago in some but was phased out along with semester courses such as Economics. I believe this was with the adoption of American Institutions.

200 Psychology has remained about constant because of our new course in Humanities. Each of our four full time faculty members teaches one semester of psychology and one semester of sociology.

202 #28 - Very popular in demand but not offered.
We do not have a member who wants to teach psychology; however we do hope to offer this course as soon as personnel is available. In general our social studies staff prefers to offer broad fields which include Sociology, Psychology, American Issues, current events, foreign relations, etc. so that the student leaves high school with a broader scope or background rather than deeper understanding but in a more narrow area.

204 Students can and do see the relationship which psychology has in their lives, consequently the course can be a very meaningful one to them.

206 We had a fine course in Psychology taught by Sister Marie Carmel but Sister was transferred and the course discontinued this year. It was an elective, a full year course on 12th grade level. The text was Engle's Psychology.

207 Classes in this course are among the first to be closed for registration.

209 The Southern Association of Secondary Schools and Colleges frowned upon Psychology as a high school course. It was once offered as a separate course but is now included in the Sociology course.

210 At one time there were 10 classes. Other electives have been added. Because of popular demand another course in Psychology has been added to second semester (Psychology I is only one semester). There is one class of Psychology II.

The 1970-71 Study of the Status of Pre-College Psychology in the State of Florida

A Final Report

November 22, 1972

Robert J. Stahl
and
J. Doyle Casteel

A survey relative to the teaching of psychology in Florida secondary schools was conducted in 1970-71 under the auspices of P. K. Yonge Laboratory School, Gainesville, Florida. The procedures and findings are the subject of this report.

A questionnaire was designed 1) to get a broad range of information and relevant data pertaining to the status of psychology in the secondary schools of Florida and 2) to determine the needs of teachers in the areas of materials and audio visual instructional aides which they would like to see made available to them for use in their classrooms. In October, 1970, the two page questionnaire, accompanied by an introductory letter, was distributed to 347 Florida secondary schools. By December 31, 1970, 217 schools (62.5%) had returned completed questionnaires.

The survey revealed that psychology as a separate course of study was taught in 140 Florida secondary schools. While 140 of the 217 respondents (64.5%) reported a separate course in psychology existed within their curriculum, 128 of the 217 respondents (59.0%) actually taught the course in their school. This report treats the responses of these 128 teachers as one category of respondents. The remaining 89 respondents are referred to herein as those not teaching the psychology course.

According to information received from the State Department of Education's Division of Secondary Education, 12,510 students were enrolled in specific psychology courses of at least one semester in length during the 1968-69 school year. During that same year 62 teachers were recorded as teaching these courses. The information collected by this survey revealed that a total of 19,770 students were enrolled in separate psychology courses ranging in length from six weeks to one year with 128 teachers.

The 17,442 students enrolled for at least a one-semester course during the 1970-71 school year represent an increase of 39.3% in student enrollment over a two year period and an increase of 12% over the 1969-70 student enrollment reported by those responding to the questionnaire. The 128 teachers represent an increase of 106% in the number of teachers recorded in the same two year period. The degree of increased student enrollment identifies psychology as one of the fastest growing course offerings in the history of Florida education.

In examining the number of semester hours the 128 teachers had accumulated in psychology and related subjects at either the undergraduate or graduate level, it was found that the average teacher of the specific course in psychology had 22.7 hours of college background. Preparatory work ranged from a low of zero hours to a high of 90 hours with a mode of 12 hours, revealing the varied nature of their background. The average of the 89 other respondents was 31.7 hours with a range from zero hours to 80 hours. The mode of the other 89 respondents (not counting

25 respondents who had no hours of college work in psychology) was 12 hours.

When asked if they felt they had enough college course preparation to teach psychology adequately at the secondary school level, 92 teachers or 71.8% of those 128 teachers who responded to that item of the questionnaire answered in the affirmative. Among those not teaching the course but who answered the questionnaire, there was a decided difference in attitude toward feeling prepared to teach the course. The percentage of affirmative responses dropped from 71.8% to 53.7% when comparing the 128 teachers with the 89 respondents not teaching the course. This suggests that administrators and department chairmen are more likely to let those teachers who feel they can do a good job and whom they feel are adequately prepared to teach the course rather than randomly assign the course to any teacher on the staff.

The results agreed with expected findings when the subject area of state teacher's certificates were analyzed in reference to those teaching the psychology courses. Social studies certificates were held by 92 of the 128 teachers (71.8%) teaching specific courses in psychology. This far out-distanced the next more frequently marked choice listed as "Other" in the questionnaire which received 16 responses (12.5%). This "Other" category included those with certificates in administration (3), physical education (2), philosophy (2), and one each in religion, mathematics, psychology, and English. Guidance and Counseling certificates (14 responses or 10.9%) ranked third

with science (5 responses or 3.9%) and home economics (1 response or .9%) following in that order. It is important to note that at the time this survey was conducted a teacher could teach psychology courses at the secondary school level in Florida without having had a psychology course in college. The certificate area specialties of the 128 classroom teachers as indicated above does suggest that administrators and teachers alike perceive the course as a social studies or social science course rather than a science course. However, three of the 217 respondents did remark at the end of the questionnaire that they felt the course should be a science course.

When asked if the specific course in psychology were offered as an elective or a required course at their school 126 of the 128 teachers (98.4%) selected the former.

Information about the grade level of the students enrolled in the psychology courses was sought. At no school was the course offered to tenth graders only or to students enrolled in grades nine through twelve combined. Courses open to just ninth graders or just eleventh graders were found one time each with both of these schools noting that they were new schools and that these were the top grades in each of their respective schools. Courses open only to twelfth graders or eleventh and twelfth graders combined were found in 54 schools each. Thus, 84.4 percent of all courses were evenly divided between these latter two choices. The student enrollment figures reported by the 128 teachers indicated that 15,435 of the total 19,779 students (78%) taking the course under them were enrolled in courses

open only to twelfth graders or eleventh and twelfth grades combined. Eighteen schools (14.0%) offered the course to grades two through twelve. One possible interpretation of this data suggests that schools and/or teachers consider psychology to be either a college prep or a life adjustment course, neither of which is important before the eleventh or twelfth grades. Another way the data may be interpreted concerns itself with the practice in many schools of requiring certain subjects to be taken by ninth and tenth graders with more freedom to choose electives given to eleventh and especially the twelfth graders hence the course is offered to levels at which students may select from among several electives.

In reference to the length of time the course was offered a great variety of responses was received. The most frequent response showed 85 schools (66.4%) offered courses one semester in length. The other choices and responses were a) at least a year (35 responses or 27.3 percent) b) at least six weeks (5 responses or 3.9 percent) and c) other lengths not mentioned (3 responses or 2.3 percent). These three teachers recorded in choice 'c' that their courses were either 9 weeks (a mini-course) or 14-15 weeks in length.

Further, the survey sought to identify courses or subject areas other than those specifically labeled Psychology which contained some psychological principles and subject matter.

In examining the combined responses of the 217 respondents, it was found that subject matter described as "psychological" in nature was being presented in a variety of other courses and

was considered important to the understanding of those subject areas. Courses identified as containing psychological subject matter were: Sociology (20 responses or 9.2%); Problems of Democracy (19 responses or 8.7 %); Family Life (17 responses or 7.8%); Child Development (14 responses or 6.4%); Contemporary issues (8 responses or 3.7%); Home Economics (5 responses or 2.3%) and Other (12 responses of 5.5%). The "Other" choice included American History, Economics, Marriage and the Family, Humanities, and Health Education. A significantly larger number of respondents (111 or 51.2%) did not respond to this item of the questionnaire. This data tends to support the earlier claim that the schools and the teachers themselves perceive psychological subject matter as being more relevant and pertinent to the social studies classroom than to the science classroom. Sixty-five of the 128 psychology teachers indicated that psychological subject matter was being taught in other courses at their school as well as in their own courses with 41 of the 89 non-teachers reporting psychological subject matter was being included in their curriculum despite the absence of a specific course in psychology.

Students and teachers alike felt the course was valuable and worthwhile. In schools where specific courses in psychology were offered, 75 of the 115 teachers (65.2%) who responded to this item indicated that enrollment and demand for the course had risen over the past two or three years while only 9 respondents (7.8%) reported a decrease in demand or enrollment. Thirty-one of the teachers (27.0%) who responded indicated that enrollment and demand had remained stationary.

When teachers were asked to indicate if the course was considered a popular course for students to take at their school: 121 of the 128 teachers (94.5%) answered in the affirmative. One respondent who was not teaching the course reported that although psychology had always been one of the most popular and rewarding courses the school offered, it could no longer be offered by directive of the principal.

Florida secondary school teachers reported they were in great need of new and various kinds of materials, instructional aides, and information to help them teach their psychology courses. This survey of 347 secondary schools revealed an over-whelming number of Florida's teachers of psychology desired assistance in improving the quality of their courses. The nature of the responses clearly demonstrated the feelings and wishes of these teachers.

A significantly large number of the 128 psychology teachers used one of the three state-adopted psychology textbooks in teaching their courses. Of the 126 teachers responding to this item, 116 teachers (92.1%) indicated they used these textbooks. Psychology: Its Principles and Application by T. L. Engle was being used by 86 teachers (73.5%); Psychology by McKeachie and Doyle was being used by 25 teachers (21.4%); Psychology: The Science of Behavior by A. A. Branca was being used by 29 teachers (24.8%). Twenty-three teachers used more than one of these textbooks in teaching their courses. The textbook most frequently marked by the 89 respondents when referring to psychology textbooks used in conjunction with other courses to help teach "psychological" subject matter was Engle's.

Although psychology teachers in Florida had these three popular textbooks from which to choose, 49.2 percent of them reported they wanted a new textbook for their course rather than newer editions of the same texts. An examination of the data revealed that while seventy-five teachers (64.6%) reported they used the state-adopted textbooks often or a great deal of the time, thirty-one teachers (26.7%) reported they never used or occasionally used these texts. This somewhat negative reaction to the state-adopted textbooks was reinforced with nearly one-third (31.0%) of these teachers reporting that they used state-adopted textbooks for lack of other reading materials. Their responses suggest that these widely used textbooks are not including the kinds of topics, information, and subject matter that classroom teachers feel ought to be investigated, explored, and taught in the secondary school classroom. Teachers reported that the texts were either too easy or boring or that they were written for the college level.

Even though in recent years quantities of audio-visual instructional materials and laboratory equipment have been made available for use by the secondary school teacher of psychology, 96.1 percent or 123 of the 128 classroom teachers reported they felt a need for more materials and information to help them do a more adequate job of teaching psychology. An even greater number of teachers (124 or 96.9%) indicated they would use these materials if they were made available for their use.

Teachers were also asked, "What type(s) of additional materials relating to psychology would you want to see made available for your use?" (See Table I)

Analysis of the data presented in the Table, indicates several trends as well as the diverse resource needs of teachers:

1. The 128 psychology teachers indicated a greater desire for materials than those respondents who did not teach the course. Out of the twelve materials areas from which to choose, the psychology teachers (Category I) checked an average of 7.4 items while the other 89 respondents (Category II) averaged 2.9 selections.

2. The two materials areas (films and materials for classroom experiments) most in demand by the Psychology teachers (Category I) were also most desired by those respondents in Category II.

3. Materials directed toward helping the slow learner were not in great demand by either of the two categories of respondents. This suggests that psychology teachers design and teach their courses and that those not teaching the course perceive them as being for middle and upper ability students rather than for all academic levels of students.

4. The materials suggested most often in the "other" item on the checklist as being needed were reel-to-reel and cassette tapes and a current events periodical related to psychology.

5. Nearly one-half of the teachers (48%) in Category I indicated they would like to see materials made available in ten of the twelve materials areas. The nature of their responses indicate that classroom teachers not only are seeking larger quantities of materials and audio-visual aides, but that they desire a variety of materials, etc., as well.

6. One-half of the 128 classroom teachers (50%) requested a curriculum guide to assist them while less than one-fourth (22.5%) of those in Category II desired such assistance. This suggests that the psychology teacher is not only seeking materials and instructional aides, but that he is also looking for assistance in planning and structuring his courses as well.

There are several possible reasons for the responses made by the Florida teachers regarding their need for more materials, instructional aides and laboratory equipment:

1. The materials and information now available have not been adequately publicized so that teachers are aware of their existence; or

2. What is available is of such low quality that teachers prefer not to use any materials or to develop their own materials rather than to use much of what is currently available. Several teachers reported they were able to adapt articles from popular magazines, various psychology journals, and newspapers in order to provide supplemental materials for their courses; or

3. There is very little in the way of materials and information available for use by these teachers; or

4. The materials now available are not the types teachers want to use in terms of being functional to the purposes of the psychology course as established by the teachers; or

5. The purposes of teaching psychology on this level have not been articulated with much clarity, and there is no accumulated wisdom serving to structure these courses on the basis of tradition such as exists in the other social sciences; hence, teachers have no guidelines to follow in terms of their courses or the instructional materials needed to teach psychology.

TABLE I *

What type (s) of additionsl materials relating to Psychology would you want to see made available for your use?

	Category I	Category II	Total
A. film	110	21	131
B. Materials for class-room experiments	99	21	120
C. filmstrips	76	17	93
D. a reference service for students	74	13	87
E. overhead transparencies	68	15	83
F. posters and pictures	65	20	85
G. A news letter or bulletin to teachers	65	10	75
H. a curriculum guide	64	20	84
I. Pamphlets relating to careers	63	14	77
J. a new textbook	63	9	72
K. Materials for slow learners	40	6	46
L. other (specify)	15	2	17

*

Category I represents the 128 psychology teachers who responded to the questionnaire.

Category II represents the 89 respondents not teaching psychology courses.

The Total represents the 217 respondents.

Fifty-one schools expressed interest in beginning a course in psychology at their school providing adequate information and materials were made available to them. This represents 66.3 percent of those schools not teaching a separate course in psychology. Only seven schools definitely stated they wanted no course. Most of the negative replies cited size of schools and faculty, lack of money, lack of space in their curriculum, and lack of qualified teachers as reasons for their responses.

With the increase in course offerings, student enrollments, and the interest in setting up new courses in psychology is becoming even greater. Classroom teachers are interested in improving the quality of their courses and on seeking diverse ways of doing so. Furthermore, this survey indicates that teachers are actively seeking prepared supplementary information and materials to meet their needs rather than continuing to adapt college text materials and popular magazine articles to their instructional units. The findings further suggest that secondary school psychology teachers are more humanistic than scientific in their background and objectives and that they are seeking materials to assist them in this direction. The predominant social studies background of these teachers greatly suggests the need to avoid emphasis on materials and instructional aides directed towards the biological or behavioral sciences and to develop materials and aides with an emphasis on social and personal adjustment. A survey of the literature (note Bibliography) reveals that Florida teachers are not alone in trying to find outside assistance in meeting these objectives.

In conclusion, there is a great need for educators, scholars, curriculum planning committees, state boards of education, and colleges of education to join together to plan ways of providing classroom teachers with some of the materials, information, curriculum guides, instructional units, and college preparation they are seeking. Setting up a college major in psychology emphasizing the behavioral sciences, setting up specialized research programs, or establishing resource centers that tend to reach only a small portion of these classroom teachers are not adequate to meet the needs of high school teachers identified in this survey. Since secondary teachers and school administrators perceive the course as being aimed at mental hygiene, personal adjustment, life adjustment, and college prep objectives, what is <u>not</u> needed is a curriculum developed by a committee composed entirely of psychologists and behavioral scientists, requiring extensive (and expensive) laboratory equipment and space, with emphasis on college prep subject matter. The various groups interested in promoting a sound secondary school psychology curriculum or course of study must be responsive to the needs of the students as perceived by the classroom teacher.

Section III

The 1972-73 Survey

A. A copy of the 1972-73 questionnaire

B. The data base.

C. The report of the data.

CODE NO. _____

QUESTIONNAIRE ON PSYCHOLOGY IN THE SECONDARY SCHOOL
(Please Type or Print)

Name _____
(Last) (First) (Middle Initial)

Position _____ School _____

School Address _____ Zip _____

1. Circle the grades included in your school. 7 8 9 10 11 12

2. Indicate the appropriate classification of your school.

___ a) public ___ b) private (non-religious) ___ c) private (religious)
___ d) parochial ___ e) military academy ___ f) other (specify)

_____

3. Indicate the size of the school's enrollment (grade nine and above).

___ a) less than 100 ___ b) 101 to 200 ___ c) 201 to 350
___ d) 351 to 500 ___ e) 501 to 1000 ___ f) more than 1000

4. What is the closest approximate ratio of whites to blacks in your school?

___ a) 80% white/20% black ___ b) 65%/35% ___ c) 50%/50%
___ d) 35%/65% ___ e) 20%/80%

5. Indicate the most appropriate description of the area which your school serves.

___ a) urban ___ b) rural ___ c) about equal

6. Is psychology taught in any phase of your curriculum? a) yes _____ b) no ____

7. If psychology is included as a portion of another course, indicate the course(s) which includes it:

___ a) Contemporary Issues ___ b) Senior Social Studies
___ c) Problems of Democracy ___ d) Family Life
___ e) Child Development ___ f) Sociology
___ g) Home Economics ___ h) Other (specify) _____

8. Is psychology taught as a separate course for credit at your school?
a) yes _____ b) no _____

9. Is the course of psychology an elective or required course?
a) Elective _____ b) required _____

10. Do you teach (the/a) course(s) in psychology? a) yes____ b) no ____

11. Does your course tend to be behavioristic or humanistic in its approach?

a) behavioristic ____ b) humanistic ____

12. Please indicate the sex of the majority of students in your psychology classes.

a) female ____ b) male ____

13. What is the closest approximate ratio of whites to blacks in your psychology classes? ___ a) 80% white/20% black ___ b) 65%/35% ___ c) 50%/50%
___ d) 35%/65% ___ e) 20%/80%

14. Indicate the length of time psychology is offered as a subeect of study at your school:
___ a) No psychology is taught ___ b) at least six weeks ___ c) at least nine
___ d) at least a semester ___ e) a full year course ___ f) other (specify

_____

15. How many students took psychology as a course of study last year at your school? _____

16. How many students are currently taking or will be taking psychology as a course of study this year? _____

17. What grade level(s) are eligible to take the psychology course? (Indicate the most exact answer)

___ a) 9th grade ___ b) 10th grade ___ c) 11th grade
___ d) 12th grade ___ e) 10 through 12 ___ f) 11 and 12
___ g) other (specify) _____

18. Topics generally taught in psychology courses in secondary schools are listed below, please indicate those topics you include in your course(s):

___ a) intelligence
___ b) personality theory
___ c) history of psychology
___ d) motivation
___ e) emotions
___ f) mental illness
___ g) mental health
___ h) mental retardation
___ i) statistics
___ j) learning and thinking
___ k) the human body (biology)
___ l) heredity and genetics
___ m) growth and development
___ n) the adolescent
___ o) sensation and perception
___ p) social behavior
___ q) child care
___ r) marriage and family
___ s) drugs, alcohol, etc.
___ t) love
___ u) parapsychology, ESP
___ v) abnormal behavior

19. Do you use a state-adopted textbook in teaching the course?

___ a) yes ___ b) no

20. If you do use a state-adopted textbook, indicate the one(s) you use:

___ a) Psychology: Its Principles and Applications by T. L. Engle

___ b) Psychology by W. J. McKeachie and C. L. Doyle

___ c) Psychology: The Science of Behavior by A. A. Branca

21. To what extent do you use the textbook in your course?

___ a) it is never used ___ b) it is used occasionally
___ c) it is used often ___ d) it is used a great deal of the time
___ e) it is used for lack of any other reading material(s).

22. What suggestion, if any, would you make to publishers of psychology textbooks in order for their books to better meet your needs? _____

_____

_____

23. Below are a number of objectives for teaching courses in psychology at the secondary school level. Check those objectives which most accurately reflect the objectives you set for your course(s).

___ a) to help students in their vocational planning.
___ b) to help develop an appreciation for psychology as a field of scientific knowledge.
___ c) to prepare students for college psychology courses.
___ d) to eliminate many of the misconceptions students have about psychology and psychologists.
___ e) to assist students in preparing for family living.

____ f) to assist students in developing a basic psychology of life.
____ g) to help students understand and deal with their personal problems.
____ h) to assist students in understanding the vocabulary associated with psychology.
____ i) to assist students in adjusting to life and solving life's problems.
____ j) to help students better understand and accept themselves as individuals.
____ k) to apply psychological knowledge to understand contemporary social problems and events.
____ l) to help students cope with problems associated with emerging adolescence.
____ m) other (specify) _____
____ n) other (specify) _____

24. Please indicate topics that should be included in psychology courses.

____ a) intelligence
____ b) personality theory
____ c) histoyy of psychology
____ d) motivation
____ e) emotions
____ f) mental illness
____ g) mental health
____ h) mental retardation
____ i) statistics
____ j) learning and thinking
____ k) the human body (biology)
____ l) heredity and genetics
____ m) growth and development
____ n) the adolescent
____ o) sensation and perception
____ p) social behavior
____ q) child care
____ r) marriage and the family
____ s) drugs, alcoholism, etc.
____ t) love
____ u) parapsychology, ESP
____ v) abnormal behavior
____ w) other (specify) _____
____ x) other (specify) _____

25. Indicate the highest level of your college training:

____ a) Bachelors (degree held)
____ b) Post Bachelors
____ c) Masters (degree held)
____ d) Post Masters
____ e) Specialist (degree held)
____ f) Doctorate (degree held)

26. Which is your area of certification?

____ a) Social Science
____ b) Home Economics
____ c) Science
____ d) Guidance and/or Counseling
____ e) Other (specify) _____

27. How many semester hours of college credit have you had in psychology or educational-psychology courses? _____

28. Do you feel you have enough college course preparation to teach psychology adequately in the high school? a) yes ____ b) no ____

29. Does your school or county have a curriculum guide relating to the teaching of psychology in the high school? a) yes ____ b) no ____

30. If "yes" in #29, indicate the level of the curriculum guide:

____ a) County ____ b) School ____ c) both of these have guides
____ d) neither have a guide, but I have developed my own.

31. Do you feel a need for more materials and literature to help you do a more adequate job of teaching psychology? a) yes ____ b) no ____

32. Would you consider using more materials, audio-visuals, and literature if they were available to you? a) yes ____ b) no ____

33. What types(s) of additional materials relating to psychology would you want to see made available for your use? (Indicate as many of these as you feel you would need or would like to see made available.)

____ a) a different kind of textbook
____ b) films
____ c) filmstrips
____ d) overhead transparencies
____ e) posters and pictures
____ f) a curriculum guide
____ g) materials for slow learners
____ h) materials for classroom experiments
____ i) a newsletter or bulletin for teachers
____ j) pamphlets relating to careers in psychology and related fields
____ k) a reference service for students
____ l) simulation games
____ m) Audio Tapes
____ n) other (specify) _____

_____

34. Is psychology as a course of study considered a popular course for students to take at your school? a) yes ____ b) no ____

35. Has student enrollment and demand for psychology courses risen or declined in the past two or three years?

____ a) student enrollment and demand has risen sharply
____ b) student enrollment and demand has risen slightly
____ c) student enrollment and demand has remained about constant
____ d) student enrollment and demand has decreased slightly
____ e) student enrollment and demand has decreased sharply

36. If no psychology is currently being taught or planned for your school, would you be interested in beginning a course in psychology if information were made available to you? a) yes ____ b) no ____

37. Additional comments, if any _____

_____

_____

____ I would like to receive a copy of the results of this survey.

____ I would like to receive a set of transparency masters free for completing and returning this survey.

Item number on questionnaire: 1

Item: Circle the grades included in your school.

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Responses	pondents Percentage
A) grades 7-12	30	19.9 %	28	58	27.8 %
B) grades 8-12	1	.7 %	1	2	1.0 %
C) grades 9-12	60	39.7 %	17	77	36.8 %
D) grades 10-12	52	34.4 %	9	61	29.2 %
E) grades 11 & 12	2	1.3 %	1	3	1.4 %
F) grade 12 only	6	4.0 %	2	8	3.8 %
TOTALS:	151 *	100.0 %	58 **	209	100.0 %

*No responses in Category I: 7 (158 respondents in this category)
**No responses in Category II: 2 (60 respondents in this category)

Item number on questionnaire: 2

Item: Indicate the approptiate classification of your school

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) public	135	85.4 %	40	175	81.0 %
B) private (non religious)	6	3.8 %	5	11	5.1 %
C) private (religious)	11	7.0 %	6	17	7.9 %
D) parochial	4	2.5 %	5	9	4.2 %
E) military academy	1	.6 %	0	1	.5 %
F) other (specify)	1	.6 %	2	3	1.4 %
TOTALS:	158 *	99.9 %	58 **	216	99.1 %

*No responses in Category I: 0 (158 respondents in this category)
**No responses in Category II: 2 (60 respondents in this category)

Item number on questionnaire: 3

Item: Indicate the size of the school's enrollment (grade nine and above)

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) less than 100	4	2.5 %	4	8	3.8 %
B) 101 to 200	7	4.5 %	8	15	7.0 %
C) 201 to 350	11	7.0 %	7	18	8.4 %
D) 351 to 500	9	5.7 %	10	19	8.9 %
E) 501 to 1000	25	15.9 %	13	38	17.8 %
F) more than 1000	101	64.3 %	14	115	54.0 %
TOTALS:	157 *	99.9 %	56 **	213	99.9 %

*No responses in Category I: 1 (158 respondents in this category)
**No responses in Category II: 4 (60 respondents in this category)

Item number on questionnaire: 4

Item: What is the closest approximate ratio of whites to blacks in your school?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) 80% white/20% black	110	71.4 %	35	145	69.0 %
B) 65% / 35%	23	14.9 %	8	31	14.8 %
C) 50% / 50%	7	4.5 %	2	9	4.3 %
D) 35% / 65%	3	1.9 %	4	7	3.3 %
E) 20% / 80%	11	7.1 %	7	18	8.6 %
TOTALS:	154 *	99.8 %	56 **	210	100.0 %

*No responses in Category I: 4 (158 respondents in this category)
**No responses in Category II: 4 (60 respondents in this category)

Item number on questionnaire: 5

Item: Indicate the most appropriate description of the area which your school serves.

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) urban	89	57.8 %	26	115	54.5 %
B) rural	35	22.7 %	22	57	27.0 %
C) about equal	30	19.5 %	9	39	18.5 %
TOTALS:	154 *	100.0 %	57 **	211	100.0

*No responses in Category I: 4 (158 respondents in this category)
**No responses in Category II: 3 (60 respondents in this category)

Item number on questionnaire: 6

Item: Is psychology taught in any phase of your curriculum?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	151	98.0 %	24	175	84.1 %
B) no	[illegible]	1.0 %	31	33	15.9 %
TOTALS:	153 *	99.0 %	55 **	208	100.0 %

*No responses in Category I: 5 (158 respondents in this category)
**No responses in Category II: 5 (60 respondents in this category)

Item number on questionnaire: 7

Item: If psychology is included as a portion of another course, indicate the course(s) which include(s) it:

Choices Provided	Total All Respondents Responses	Percentage
A) Contemporary Issues	11	14.9 %
B) Senior Social Studies	11	14.9 %
C) Problems of Democracy	26	35.1 %
D) Family Life	22	29.7 %
E) Child Development	14	18.9 %
F) Sociology	28	37.8 %
G) Home Economics	14	18.9 %
H) Other (specify)	14	18.9 %
TOTALS:	140 *	N.A. %**

*Only 74 respondents marked this item. This total includes a number of persons who indicated two or more of the choices.

**These percentages are based on the total of 74 respondents who marked this item.

Item number on questionnaire: 7

Item: Other courses which include "psychological subject matter".

Courses	Responses
A) Religion	4
B) Anthropology	3
C) Teenager in Socity	1
D) Human Relations	1
E) Nursing Education	1
F) Modern Family Living	1
G) Farm Relations	1
H) Social Studies Seminar	1
I) Senior-Youth Guidance	1
TOTALS:	14

Item number on questionnaire: 8

Item: Is psychology taught as a separate course for credit at your school?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	158	100.0 %	17	175	80.5 %
B) no	0	0.0 %	42	42	19.4 %
TOTALS:	158 *	100.0 %	59 **	217	99.9 %

*No responses in Category I: 0 (158 respondents in this category)
**No responses in Category II: 1 (60 respondents in this category)

Item number on questionnaire: 9

Item: Is the course of psychology an elective or required course?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) elective	152	96.8 %	14	166	94.8 %
B) required	5	3.2 %	4	9	5.1 %
TOTALS:	157 *	100.0 %	18 **	175	99.9 %

*No responses in Category I: 1 (159 respondents in this cateogry)
**No responses in Category II: 42 (60 respondents in this cateogry)

Item number on questionnaire: 11

Item: Does your course tend to be Behavioristic or Humanistic in its approach?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) behavioristic	80	52.6 %	10	90	52.9 %
B) humanistic	59	38.8 %	8	67	39.4 %
C) both	13	8.6 %	0	13	7.6 %
TOTALS:	152 *	100.0 %	18 **	170	99.9 %

*No responses in Category I: 6 (158 respondents in this category)
**No responses in Category II: 42 (158 respondents in this category)

Item number on questionnaire: 12

Item: Please indicate the sex of the majority of students in your psychology classes.

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) female	105	69.1 %	10	115	67.6 %
B) male	21	13.8 %	4	25	14.7 %
C) about even	26	17.1 %	4	30	17.6 %
TOTALS:	152 *	100.0 %	18 **	170	99.9 %

*No responses in Category I: 6 (158 respondents in this category)
**No responses in Category II: 42 (60 respondents in this category)

Item number on questionnaire: 13

Item: What is the closest approximate ratio of whites to blacks in your psychology classes?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) 80% white/20% black	129	84.9 %	12	141	82.9 %
B) 65% / 35%	10	6.6 %	3	13	7.6 %
C) 50% / 50%	5	3.3 %	1	6	3.5 %
D) 35% / 65%	0	0.0 %	0	0	0.0 %
E) 20% / 80%	8	5.3 %	2	10	5.9 %
TOTALS:	152	100.1 %	18	170	99.9 %

*No responses in Category I: 6 (158 respondents in this category)
**No responses in Category II: 42 (60 respondents in this category)

Item number on questionnaire: 14

Item: Indicate the length of time psychology is offered as a subject of study at your school.

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) no psychology is taught	0	0.0 %	21	21	10.9 %
B) at least six weeks	3	1.9 %	2	5	2.6 %
C) at least nine weeks	7	4.5 %	2	9	4.7 %
D) at least a semester	100	64.5 %	6	106	54.9 %
E) a full year course	40	25.8 %	6	46	23.8 %
F) other (specify)	5	3.3 %	1	6	3.1 %
TOTALS:	155 *	100.0 %	38 **	193	100.0 %

*No responses in Category I: 3 (158 respondents in this category)
**No responses in Category II: 22 (60 respondents in this category)

Item number on questionnaire: 14 and 16 (combined)

Item: The length of time psychology courses are offered in terms of the total student enrollment.

Choices Provided	Total All Respondents Responses	Percentage
A) at least six weeks	448	1.8 %
B) at least nine weeks	1,434	5.7 %
C) at least a semester	17,412	69.1 %
D) a full year course	5,012	19.9 %
E) other (specify)*	895	3.6 %
TOTALS:	25,201	100.1 %

* 12 weeks, 14-15 weeks.

Student enrollment in psychology courses in terms of the length of time the course was offered in Florida secondary schools: 1970-71 and 1972-73.

Length of the course	1970-71 Enrollment Number	1970-71 Enrollment Percentage	1972-73 Enrollment Number	1972-73 Enrollment Percentage	Difference in Enrollment Number	Difference in Enrollment Percentage
A) at least six weeks	478	2.4 %	448	1.8 %	- 30	- .6 %
B) at least nine weeks	333	1.7 %	1,434	5.7 %	+1,101	+ 4.0 %
C) at least a semester	15,401	77.9 %	17,412	69.1 %	+2,011	- 8.8 %
D) a full year	3,474	17.6 %	5,012	19.9 %	+1,538	+ 2.3 %
E) other (specify)*	93	.5 %	895	3.6 %	+ 802	+ 3.1 %
	19,779	100.1 %	25,201	100.1 %	5,422	N.A.**

* 1970-71 data: 14-15 weeks
1972-73 data: 12 weeks, 14-15 weeks

** The total increase in total student enrollment over the 2-year period was 27.4%.

Trends in student enrollment from 1969-70 through 1972-73*.

School Year	Total Student Enrollment Reported by Respondents	Enrollment Increase Over Previous Year	Percentage Increase Over Previous Year	Growth Index 1969-70 is Base Year
1969-70	17,655	———	———	1.00
1970-71	19,779	2,124	12.0%	1.12
1971-72	24,709	4,930	24.9%	1.40
1972-73	25,201	492	2.0%	1.43

* All figures on enrollment acquired from questionnaire responses.

The total number of students enrolled in psychology courses of six weeks in length and over during the four years reported above was: 87,344.

Item number on questionnaire: 17

Item: What grade level(s) are eligible to take the psychology course? (Indicate the most exact answer)

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) 9th grade (only)	1	.6 %	4	5	2.9 %
B) 10th grade (only)	1	.6 %	1	2	1.1 %
C) 11th grade (only)	3	1.9 %	2	5	2.9 %
D) 12th grade (only)	47	30.1 %	4	51	29.1 %
E) 10 through 12	33	21.2 %	5	38	21.7 %
F) 11 and 12	69	44.2 %	3	72	41.1 %
G) other (specify)	2	1.3 %	0	2	1.1 %
TOTALS:	156	99.9 %	19	175	99.9 %

*No responses in Category I: 2 (158 respondents in this category)
**No responses in Category II: 41 (60 respondents in this category)

Item number on questionnaire: 18

Item: From the list of topics generally taught in psychology courses in secondary school, indicate those topics which you include in your course(s).

Choices Provided	Category I* Responses	Category I* Percentage	Category II** Responses	Total All Respondents Responses
A) intelligence	145	92.4 %	26	171
B) mental illness	140	89.2 %	12	152
C) personality theory	139	88.5 %	18	157
D) mental health	135	85.9 %	10	145
E) emotions	130	82.8 %	15	145
F) social behavior	121	77.0 %	15	136
G) learning and thinking	119	75.7 %	12	131
H) motivations	115	73.2 %	13	128
I) mental retardation	106	67.5 %	10	116
J) heredity and genetics	106	67.5 %	7	113
K) abnormal behavior	102	64.9 %	14	116
L) sensation and perception	101	64.3 %	9	110
M) the adolescent	100	63.7 %	14	114
N) the history of psychology	96	61.1 %	12	108
O) parapsychology	95	60.5 %	7	102
P) drugs, alcohol, etc.	94	59.8 %	13	107
Q) marriage and family	91	57.9 %	9	100
R) growth and development	90	57.3 %	12	102
S) love	88	56.0 %	7	95
T) the human body	65	41.4 %	6	71
U) child care	45	28.6 %	5	50
V) statistics	37	23.5 %	5	42

*No responses in Category I: 1 (158 respondents in this category)
**No responses in Category II: 28 (60 respondents in this category)

Item number on questionnaire: 19

Item: Do you use a state-adopted textbook in teaching the course?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	119	78.8 %	11	130	74.3 %
B) no	32	21.2 %	13	45	25.7 %
TOTALS:	151	100.0 %	24	175	100.0 %

*No responses in Category I: 7 (158 respondents in this category)
**No responses in Category II: 36 (60 respondents in this category)

Item number on questionnaire: 20

Item: If you use a state-adopted textbook, indicate the one(s) you use.

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) Psychology: It's Principles and Applications (T.L. Engle and L. Snellgrove)	97	61.4 %	8	105	60.3 %
B) Psychology (W.J. McKeachie and C.L. Doyle)	15	9.5 %	0	15	8.6 %
C) Psychology: The Science of Behavior (A.A. Branca)	34	21.5 %	4	38	21.8 %
D) Introduction to Behavioral Science (Sandberg)	24	15.2 %	4	28	16.1 %
TOTALS:	170 *(1)	N.A. %	16 **	186	N.A. %

*No responses in Category I: 0 (158 respondents in this category)
**No responses in Category II: 44 (60 respondents in this category)

(1) 12 respondents indicated more than one choice on this item.

Item number on questionnaire: 21

Item: To what extent do you use the textbook in your course?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) it is never used	13	9.4 %	8	21	12.5 %
B) it is used ocassionally	39	28.0 %	4	43	25.6 %
C) it is used often	46	33.1 %	5	51	30.4 %
D) it is used a great deal of the time	41	29.5 %	8	49	29.2 %
E) it is used for lack of any other reading material(s)	31	22.3 %	14	45	26.8 %
Totals:	170 *[a]	N.A. %	39 **[b]	209	N.A. %

*No responses in Category I: 19 (158 respondents in this category)
**No responses in Category II: 31 (60 respondents in this category)

[a] 12 teachers chose more than one item.

[b] 10 teachers chose more than one item.

Item number on questionnaire: 22

Item: What suggestion(s), if any, would you make to publishers of psychology textbooks in order for their books to better meet your needs?

023 make it understandable to students

024 none

026 less behavioral & more humanistic--more class activities

028 avoid scholarly language and/or gobbledy gook!

033 I would hesitate to offer any in that they may have already been incorporated into new editions that I don't have

034 write the text on a lower level. Include more and up-to-date examples or experimental data

035 produce more materials that reflect social attitudes, text based on Social-Psychology

036 most texts are either too difficult or too watered down--not enough or no experiments, suggested simple equipment construction. Workbook or lab manual supplement at least for instruction!

038 suggested text that covers 1970 needs of students. Text--Psychology for You by Gordon

039 more supplemental material--workbook, overheads, handouts, filmstrips, films, records, tapes, kits, case studies, --anything

041 include simple experiments to illustrate concepts

047 integrate some factors in concise units and provide more concrete ideas for stimulating activities to go with material presented. Case Studies

048 greater operant conditioning

049 to present material relevant to individual performing in society--arranged and worded in a way to interest students

050 eliminate physiology, text, measurement, statistics; design for 90 day course. Design for the terminal high school students

052 active participation areas which will include all students at all levels

053 de-emphasize theories and clinical approach. Make textbook a practical guide to constructive and healthy living

055 raise and/or lower the level. Accompany by a good workbook

Question No. 22 (con't.)

056 more case studies, experiments, interesting activities, list references for independent study, actual test items or sample tests from standardized test publishers to use as examples of testing procedures

057 more transactional analysis

059 make their examples more up-to-date. Create a textbook with a reading level compatible with average HS students

060 make available slides, transparencies, films, teaching guides to go along with text

062 much lower reading level

063 put in more scientific descriptions-in outline form which students can follow

065 lower level reading text, with more illustrations but covering topics listed in #18

067 better organization

070 a more humanistic approach--psychology for living orientation

072 they are outdated in content, way above level for many do not include enough individual or group related topics of interest and research, etc.

074 no suggestions--I find Engle an excellent text

075 the book needs up-dating. Not enough on learning and motivation

081 relate to today, not 20 years ago!

082 I wrote one with Dr. Norman Tallent which has just been state adopted in Florida. (American Book Co.)

084 include practical experiments suited to classroom technique

086 all texts I have seen try to include too much--far too much for high school--especially for a trimester course

087 simpler vocabulary; more up-to-date materials; less technical; greater stress on social adjustment

088 that there be more material covered

089 more behavioral materials on the order of Engle

093 keep it current

Question No. 22 (con't.)

094 next year (1973-74)--Psychology: Understanding Ourselves and Others--Tallent and Spungin

095 they need more experimental work students can do in the lab. They also need to be condensed

099 updating the material quicker

100 practical applications - experiments and projects to be done in class

101 since school is on quinmester, materials should be more centered on quins offered in school

102 lower the reading level to 11th-12th grade, use less jargon

103 more thorough discussion of theories such as Freud, Adler, Jung, etc. relate more to contemporary problems, i.e. drug abuse, alcohol, etc.

105 publish a social psychology text on a high school level. We are seldom using our text Introduction to the Behavioral Sciences by Sandburg

106 more questions on chapter "suggested experiments"

107 my reason for not liking the books would take 3 pages--basically the students do not like the basic lay-out of the book

110 give more case studies and besides teaching the basics, emphasize how this can be and has been applied in daily living

112 more overhead material - material for daily experiments i.e., values

113 I would prefer to use a book on the order of "Psychology for Living" by Sorenson and Malm if its publishers (McGraw-Hill) could get it on the state adopted text book list

115 durable paperbacks that are up-to-date and can be changed readily. more interesting to read, involving things that will appeal to today's youth

120 be readable

122 more Humanistic approach as in newly adopted texts

123 the text authors should include a lab manual to correspond with their text outline. (not a workbook)

127 have a chapter on the history of Psychology

128 development of group experiments for use in class

132 inexpensive paperbound survey text

136 reading level appropriate for high school students and higher interest level

137 case studies for reaction

143 bring subject matter (illustrations) up to date-also visual aides

144 the improved Engle's text appears adequate

148 updated issues--material must be relevant to areas they can identify with

153 supplement books with current materials and activities

154 include more case studies and results or examples in every topic

155 most high school texts are too general

165 most material Engles covers deals with irrelevant subject matter and is obviously outdated

166 provide an adequate AV kit

168 specific short case studies--life oriented book

172 a book of readings would be more appropriate

173 give relevant examples and more possible experiments for class usage

174 to make the course relevant to modern day problems

175 include more research projects

176 the use of Psychology magazines, films, lectures, its with the textbook also some Anthropology and Sociology

177 apply to problems of today's youth

179 I like my book

180 more material on abnormal psychology, case studies, activities

181 DO NOT cover (try to) so much material in a general course

182 more case studies

185 keep them up to date. Insure that readings on a high school level. Try writing a text that doesn't read like a text

187 bibliography--more extensive experiments suitable for classroom use

190 to provide more interesting topics and realize that not only college bound students are interested in psychology

191 update pictures. examples--less technical

196 too formal now. Needs lab type approach to broaden appeal

197 make it relevant--and current to the student of high school age

198 to not be so nearly like the sociology text

199 to provide a complete set of audio-visual material and experiments, and a test file for teachers

200 to stop acting childish and deal with a Tri-part being instead of a Duo-being

203 more ideas for experiments to be carried out by the students

205 textbook should be written by a high school teacher on a high school level of interest

206 more detailed illustrations of psychological concepts with more numerous examples

207 more case studies

211 OXFORD Press by Gordon - next year

215 we have now changed the approach and it is titled Behavioral Science. the text is: The Introduction to Behavioral Science - Inquiry Method.

216 relate to needs and activities of high school students - less theory and more application

Item number on questionnaire: 23

Item: Check the objectives which most accurately reflect the objectives you set for your psychology course(s).

Choices Provided	Category I* Responses	Category I* Percentage	Category II** Responses	Total All Respondents Responses
A) to help students cope with problems associated with emerging adolescence	132	84.0 %	16	148
B) to assist students in adjusting to life and solving life's problems	126	80.2 %	19	145
C) to apply psychological knowledge to understand contemporary social problems and events	124	78.9 %	19	143
D) to help develop an appreciation for psychology as a field of scientific knowledge	115	73.2 %	9	124
E) to help students understand and deal with their personal problems	105	66.8 %	18	123
F) to assist students in developing a basic psychology of life	101	64.3 %	8	109
G) to eliminate many of the misconceptions students have about psychology and psychologists	99	63.0 %	8	107

Item number on questionnaire: 23 (continued)

Item: Check the objectives which most accurately reflect the objectives you set for your psychology course(s).

Choices Provided	Category I* Responses	Category I* Percentage	Category II** Responses	Total All Respondents Responses
H) to assist students in understanding the vocabulary associated with psychology	95	60.5 %	20	115
I) to help students better understand and accept themselves as individuals	91	57.9 %	5	96
J) to assist students in preparing for family life	83	52.8 %	5	88
K) to prepare student for college psychology courses	56	35.6 %	24	80
L) to help students in their vocational understanding	31	19.7 %	0	31
M) other	25	15.9 %	10	35

*No responses in Category I: 10 (158 respondents in this category)
**No responses in Category II: 23 (60 respondents in this category)

Item number on questionnaire: 23 (continued)

Item: "Other" objectives for secondary school psychology courses identified by the respondents in addition to those specified on the questionnaire form.

003 to appreciate others

012 to provide the opportunity to understand and accept their development

020 the psychology of the patient

024 to supply another "elective" which looks good on paper

047 to introduce student to psychology as a true Behavioral Science

049 self concept emphasized-recognized-individual encouraged to evaluate

050 to help students become reasonably happy; reasonably successful, reasonably adjusted viable citizens

057 to help students learn more about themselves

058 for "life" living

086 to help students accept others on equal terms

093 the student will acquire an awareness of his current life style and learn to compare it to what would result from a totally or partially controlled society

102 to understand others better--how they use psychology in social interaction

110 to try to teach the students to understand the types and causes of human behavior for the purpose of being able to "cope" or "tolerate" the frailties or shortcomings of their fellow man

123 not to be Jr. Psychologist with other people

137 to assist students in preparing for their role in society

144 to understand Realistic behavior and to begin to practice it

154 to understand why they are what they are (most important)

158 to better understand man as he behaves in literature, history and today

162 to understand interpersonal relationships

174 to relate physical health to mental health

Question No. 23 (con't.)

176 to help develop a philosophy of life, to determine fact from myth

177 to maintain good mental health

185 to help students better understand and accept others

196 to learn more about self, and how the student operates

200 to help the student understand his complete being--Body, Mind & Spirit

215 overall objective: through the study of Psychology or Behavioral Science, the student learns more about himself and the world of which he is a part

Item number on questionnaire: 24

Item: Indicate the topics that should be included in psychology courses at the secondary school level.

Choices Provided	Category I* Responses	Category I* Percentage	Category II** Responses	Total All Respondents Responses
A) emotions	137	92.5 %	26	163
B) mental illness	132	89.1 %	20	152
C) mental health	131	88.5 %	25	156
D) personality theory	127	85.8 %	20	147
E) motivation	124	83.7 %	30	154
F) social behavior	123	83.1 %	21	144
G) intelligence	122	82.4 %	18	140
H) the adolescent	121	81.7 %	18	139
I) learning and thinking	113	76.3 %	22	135
J) abnormal behavior	111	75.0 %	20	131
K) mental retardation	109	73.6 %	15	124
L) sensation and perception	107	72.2 %	20	127
M) growth and development	105	70.9 %	23	128
N) love	99	66.8 %	18	117
O) marriage and the family	97	65.5 %	18	115
P) history of psychology	97	65.5 %	18	115
Q) drugs, alcoholism, etc.	95	64.1 %	18	113
R) heredity and genetics	92	62.1 %	15	107
S) parapsychology, E.S.P.	84	56.7 %	13	97
T) child care	70	47.2 %	13	83
U) the human body (Biology)	63	42.5 %	9	72
V) statistics	52	35.1 %	10	62
W) other	22	14.8 %	3	25

*No responses in Category I: 10 (158 respondents in this category)
**No responses in Category II: 23 (60 respondents in this category)

Item number on questionnaire: 18 and 24 (combined

A comparison of the rankings assigned to topics between those topics that were being taught and those that should be taught. (Reference: Items 18 and 24)

	Ranking of topics that are being taught (Item 18)	Ranking of topics that should be taught (Item 24)
A) intelligence	1	7
B) mental illness	2	2
C) personality theory	3	4
D) mental health	4	3
E) emotions	5	1
F) social behavior	6	6
G) learning and thinking	7	9
H) motivation	8	5
I) mental retardation	9.5	11
J) heredity and genetics	9.5	18
K) abnormal behavior	11	10
L) sensation and perception	12	12
M) the adolescent	13	8
N) the history of psychology	14	15.5
O) parapsychology	15	19
P) drugs, alcohol, etc.	16	17
Q) marriage and family	17	15.5
R) growth and development	18	13
S) love	19	14
T) the human body	20	21
U) child care	21	20
V) statistics	22	22

The Spearman rank-order correlation coefficient was found to be .87 ($p > .001$)

Item number on questionnaire: 24 (continued)

Item: "Other" topics suggested as topics that "should be included" in secondary school psychology courses.

018 troubled personality

019 sex information

023 coping with reality

036 leadership

047 integrate biological factors to areas as they apply

050 child psychology, problem solving from the behavioral point of view

053 mythology

065 attitudes, feelings

075 more on learning and thinking, more on social behavior

084 psychological functions of sex

094 I'm not sure I can answer this!

102 frustration--how to use psychology in life

110 I feel that high schools should offer advanced Psychology courses elaborating on the above topics since one semester is hardly enough time to go into them in great detail. Most students agree with this

115 more on humanistic level--understanding ourselves and others also more meaningful activities (practical)

136 psychology of propaganda

159 if we had a year course, I would include more units or topics. All these are good topics, but we have to cut ones included on my list. If I had more time, I'd add more in mental illness and give some work in abnormal behavior. Our Home Economics department covers "family" courses very well. The "problems" course stresses drugs and alcohol

168 if one year course, all of these one semester courses, one must select as indicated

178 to some degree, all of them

187 more specific information on the various methods, techniques, services and professionals used to treat the various mental, emotional and behavioral disorders

205 topics not checked are covered by other courses in our school

207 magic - witchcraft

Item number on questionnaire: 25

Item: Indicate the highest level of your college training.

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) Bachelors (degree held)	37	24.7 %	9	46	23.5 %
B) Post Bachelor	34	22.7 %	7	41	20.9 %
C) Masters (degree held)	51	32.9 %	20	71	36.2 %
D) Post Masters	26	17.3 %	6	32	16.3 %
E) Specialist (degree held)	1	.7 %	2	3	1.5 %
F) Doctorate (degree held)	1	.7 %	2	3	1.5 %
TOTALS:	150 *	100.0 %	46 **	196	99.9 %

*No responses in Category I: 8 (158 respondents in this category)
**No responses in Category II: 14 (60 respondents in this category)

Item number on questionnaire: 26

Item: Which of the following indicates your area of certification?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) Social Studies	128	86.5 %	37	165	84.6 %
B) Home Economics	6	4.1 %	0	6	3.1 %
C) Science	4	2.7 %	3	7	3.6 %
D) Guidance/Counseling	23	15.5 %	5	28	14.4 %
E) Other (specify)	22	14.8 %	13	35	18.0 %
TOTALS:	183 *	N.A. %	58 **	241	N.A. %

*No responses in Category I: 10 (158 respondents in this category) - (percentages based on 148 respondents)
**No responses in Category II: 12 (60 respondents in this category)

Item number on questionnaire: 27

Item: How many semester hours of college credit have you had in psychology or educational psychology courses?

Number of hours	Number of Category I Respondents	Number of Category II Respondents	Total All Respondents
0	15	5	20
3	1	1	2
5	2	1	3
6	4	7	11
7	2	0	2
8	1	1	2
9	10	4	14
10	2	2	4
11	1	0	1
12	10	8	18
13	2	0	2
14	3	0	3
15	9	3	12
16	2	0	2
17	1	0	1
18	12	3	15
20	8	3	11
21	7	3	10
23	1	0	1
24	13	1	14
25	4	2	6

Item number on questionnaire: 27 (continued)

Number of hours	Number of Category I Respondents	Number of Category II Respondents	Total All Respondents
26	1	0	1
27	4	0	1
28	1	0	0
30	6	1	7
31	1	0	1
32	1	0	1
33	2	0	2
34	0	1	1
35	2	0	2
36	4	4	8
38	1	1	2
40	6	1	7
42	1	0	1
45	2	0	2
48	2	0	2
50	2	0	2
52	1	0	1
54	1	0	1
57	1	0	1
58	1	0	1
60	4	0	4
62	1	0	1
65	1	0	1
61	1	0	1
75	1	0	1
	158	52	210

Item number on questionnaire: 27 (continued)

Item: How many hours of college credit have you had in psychology or educational psychology courses? (Data calculated in semester hours).

	Category I	Category II	Overall Totals
Range of hours	0-75	0-40	0-75
Mean number of hours	25.1	15.4	N.A.
Mode (hours)*	24	12	24
Number with zero hours	15	5	20
Number of no responses	0	8	N.A.

*Does not include the respondents with no hours of course credit.

Item number on questionnaire: 28

Item: Do you feel you have enough college course preparation to teach psychology adequately in high school?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	115	75.6 %	25	140	70.4 %
B) no	37	24.3 %	22	59	29.6 %
TOTALS:	152	99.9 %	47	199	100.0 %

*No responses in Category I: 6 (158 respondents in this category)
**No responses in Category II: 13 (60 respondents in this category)

Item number on questionnaire: 29

Item: Does your school or county have a curriculum guide relating to the teaching of psychology in the high school?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	41	28.7 %	19	60	32.1 %
B) no	102	71.3 %	25	127	67.9 %
TOTALS:	143 *	100.0 %	44 **	187	100.0 %

*No responses in Category I: 15 (158 respondents in this category)
**No responses in Category II: 16 (60 respondents in this category)

Item number on questionnaire: 30

Item: If yes in number 29, indicate the level of the curriculum guide available.

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) county	32	53.3 %	12	44	57.1 %
B) school	5	8.3 %	4	9	11.7 %
C) both	8	13.3 %	1	9	11.7 %
D) neither have a guide, but I have developed my own	15	25.0 %	0	15	19.5 %
TOTALS:	60 *	99.9 %	17 **	77	100.0 %

*No responses in Category I: 98 (158 respondents in this category)
**No responses in Category II: 43 (60 respondents in this category)

Item number on questionnaire: 31

Item: Do you feel a need for more materials and literature to help you do a more adequate job of teaching psychology?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	144	94.7 %	24	168	92.8 %
B) no	8	5.3 %	5	13	7.2 %
TOTALS:	152 *	100.0 %	29 **	181	100.0 %

*No responses in Category I: 6 (158 respondents in this category)
**No responses in Category II: 31 (60 respondents in this category

Item number on questionnaire: 32

Item: Would you consider using more materials, audio-visuals, and literature if they were made available to you?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	152	99.3 %	30	182	97.8 %
B) no	1	.6 %	3	4	2.2 %
TOTALS:	153 *	99.9 %	33 **	186	100.0 %

*No responses in Categoyy I: 5 (158 respondents in this category)
**No responses in Category II: 27 (60 respondents in this category)

Item number on questionnaire: 33

Item: What type(s) of additional instructional materials relating to psychology would you want to see made available for your use?

Choices Provided	Category I* Responses	Category I* Percentage	Category II** Responses	Total All Respondents*** Responses
A) Films	135	88.2 %	21	156
B) Materials for classroom experiments	131	85.6 %	20	151
C) Simulation games	117	76.5 %	22	139
D) Filmstrips	116	75.8 %	15	131
E) Overhead transparencies	102	66.7 %	13	115
F) Posters and pictures	93	60.8 %	12	105
G) Audio tapes	91	59.5 %	18	109
H) A different kind of textbook	80	52.3 %	10	90
I) A newsletter or bulletin for teachers	75	49.0 %	10	85
J) A reference service for students	72	47.1 %	13	85
K) Pamphlets relating to careers in psychology and related fields	72	47.1 %	9	81
L) A curriculum guide	66	43.1 %	12	78
M) Material for slow learners	55	35.9 %	13	68
N) Other (specify)	10	6.5 %	3	13

* Category I represents the 153 psychology teachers who responded to this item of the questionnaire.

** Category II represents the responses of the 60 respondents not teaching the psychology courses.

*** The Total represents all 213 respondents who responded to this item.

Item number on questionnaire: 33 (continued)

Item: "Other" types of materials, audio-visual aids, and instructional equipment respondents indicated they would like to see made available to them for their own use.

015 as much as possible—I find so very little currently available that doesn't cost a fortune!

016 one can always use more materials

022 magazines like Psychology Today and Human Behavior—about 35-40 copies so I could use them in the classroom. We need a qualified therapist in the school. We need someone we can send a kid to see right now, not after 2 or 3 months of red tape. I think a lot of disasters (jail, hospital, drugs, etc.) could be avoided if we could get to the kid immediately. (This is my opinion of course.)

034 speakers service

047 case studies or material which would present situations

050 update state films is #1 priority

056 APA sends one

058 have had some excellent preview films

062 have new adopted text—haven't seen it

066 (Limited in county!!) Am receiving APA Newsletter. Have APA handbook. Will receive some lab equipment next year—need more Skinner boxes, mazes, color wheel, etc.

070 more recent materials

082 I'm using my own text starting next September. (Maslow, Rogers, other humanists.)

086 a list of field trips (in local area) that are feasible and practical

088 I like Tallent and Spungin -- Psychology book

096 pool of guest speakers

103 films—greatest need

117 issue-oriented problems in psychology

123 examples of Intelligence, Personality, and Aptitude Test so students can get some idea of what they are like

137 ghetto-related materials

140 No!

144 current developments in psychology

151 I realize that in some of the areas marked, there's a wealth of materials

159 had not read this list when list at end of prior page was made. They are similar! Records to explain filmstrips

161 some very old films are available through Mental Health Associations

168 more updated materials and information

177 I am a member of APA and receive their publications

184 personality evaluation tests

185 I obtain much of this material by writing universities

205 Guidance Associates have good filmstrips that are relevant

Item number on questionnaire: 34

Item: Is psychology as a course of study considered a popular course for students to take at your school?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) yes	136	93.8 %	16	152	92.7 %
B) no	9	6.2 %	3	12	7.3 %
TOTALS:	145 *	100.0 %	19 **	164	100.0 %

*No responses in Category I: 13 (158 respondents in this category)
**No responses in Category II: 41 (60 respondents in this category)

Item number on questionnaire: 35

Item: Has student enrollment and demand for psychology courses risen or declined in the past two or three years?

Choices Provided	Category I Responses	Category I Percentage	Category II Responses	Total All Respondents Responses	Total All Respondents Percentage
A) risen sharply	53	38.7 %	3	56	36.1 %
B) risen slightly	34	24.8 %	5	39	25.2 %
C) remained about constant	38	27.7 %	7	45	29.0 %
D) decreased slightly	12	8.8 %	3	15	9.7 %
E) decreased sharply	0	0.0 %	0	0	0.0 %
TOTALS:	137 *	100.0 %	18 **	155	100.0 %

*No responses in Category I: 21 (158 respondents in this category)
**No responses in Category II: 42 (60 respondents in this category)

Item number on questionnaire: 37

Item: Additional comments, if any:

004 college is time enough to expose students to psychology

006 psychology should be taught for two years--first year required--second year elective!!

008 it is hard for a school of our size to offer courses beyond basic science and social studies as required by state law and county policies because of small number of teachers available and limited time

009 enrollment dropped off because the general academic orientation of the school has dropped off

010 students are capable of absorbing a higher level of material--need things to make them think; to stimulate them rather than just listening to a lecture

015 I cannot answer #31 adequately by "yes". As a first year teacher I have found an extreme lack of available materials for use in a psychology course. I think the research you are doing will aid us tremendously. I thank you

016 Could this type of survey lead to a permanent organization for material resources, aids and exchanges on the state level? Social Studies Dept. offers little or no help in our field

023 I am planning to take more psychology courses

024 I would like to see some materials on the "psychology" of the integrated schools--also would like to be able to share experiences in this field with other educators at the H.S. level!

026 we have two teachers teaching psychology - 1 BA and 1 ME

029 feel my preparation is insufficient, although we do have staff members qualified to teach

030 I trust this will be of some value since we do not teach psychology in my school

032 our psychology course is not straight psychology as such--it has been listed under the title of Sociology and later Social Psychology

034 I would like to see psychology extended to a 2 semester course. One semester is absolutely not long enough

035 Double Session School--we lack faculty and space for more sessions--this is true in Social Studies in general.
major problem--students can't read on the level necessary for such a course. Many basic students are scheduled for such a course and are lost. Psychology is described by the Guidance Dept. as a somewhat easy course. It is NOT! Often, it has been used as a dumping ground

036 I would like to suggest more psychology teachers attend NSF summer institutes (I have attended two--am looking for a third in another year) Movies and overhead materials greatly lacking!!! Need more training in demo and lab presentations. I would like to see a NSF Institute established in Florida for our teachers--areas of consideration of interest to me! (Industrial Psychology--Child Psychology) Abnormal Psychology or just as a means to bring Florida teachers together for the purpose of sharing ideas and establishing guidelines for our teachers

038 a very challenging course for teachers and students. Young people love to explore themselves than Psychology

039 the only material I have is a textbook

041 the biggest need in my area is more audio-visual aids, particularly films that are current and cover the popular topics

042 psychology used to be taught here three years ago and before, but due to a loss of a teacher unit in social studies, it could no longer be offered

044 there has been an increase in interest on the part of students and staff for a psychology course. We would be interested in any information that becomes available relative to what other systems are doing in this area, and the materials that are available for classroom use

047 the greatest problem is locating simple inexpensive materials around which to build experiments and demonstrations

049 psychology courses could aid individual students and groups of students during crucial, peer pressure years

050 the study of human behavior is not a required course. In view of the failers in living we see today, it should be

056 Thank You

057 have you seen APA publication on Psychology for high school?

060 films dealing with psychology; good information suggesting and describing experiments which can be done in class at minimum cost

062 many students were placed in psychology against their wishes because of scheduling difficulties--this has created problems

063 need audio-visual materials to illustrate practical applications of textbook theories

065 materials continually need to be updated in this field. By the time a text is adopted, it is outdated. A current flow of material should be available to teachers. When I began teaching psychology as a full year course, last year, not one recent film which could be afforded was available. Next year we expand to full year courses: Sociology, Human Relations (½ yr. Soc., ½ yr. Psyc.), Psychology, Urban Sociology, and Social Psychology. The market of material for these is nill. I am searching for materials.

073 Psychology offered as part of Sociology course. It's not offered this year, but will be next year.

074 I would like to see Psychology become a full year course in our school. (have to hurry to cover so many areas in such a short time)

075 very well received, students are working hard and some are doing excellent work

078 George Stone Voc-Tech School is phasing out its academic program as of June, 1973. We do not offer a psychology course at this time.

079 also any other material that would help me in teaching psychology.

086 several areas of psychology should be taught in the 7th grade and continued through high school in other classes--for example, the study of emotions, personality development, etc., would work wonders with younger students--but it is difficult for older students to change "bad habits"—in fact, most do not change, even after several courses in psychology. What we have learned about human behavior should be shared with our elementary and junior high students--good mental health starts in grade 1, it is difficult to attain after grade 12

087 we have had to teach psychology both fall (usual pattern) and spring. Next year we should be teaching 8 sections (30 to a section) in the fall and possibly 3 or 4 sections in the spring. We have 2 teachers teaching psychology--myself and Richard J. Cole

094 need all the help I can get in developing more individual instructional materials, particularly for a rudimentary lab situation. Thanks

098 our students take psychology at A + M and/or F.S.U.; however, we plan to offer a 12 weeks course required of all seniors along with Totalitarianism + Social Problems 1973-74

099 we also have a psychology II course--which is for students who have had psychology I and who would like to do more indepth study.

102 we offer Sociology as the other semester, I think they enhance each other

103 I allow students to vote for the context they wish to have included in the semester course. The topics I have checked are the ones which are most popular. The greatest needs seem to be a textbook or textbooks on the high school reading level (which include the above checked areas), and good, up-to-date films. Dade County has few films in psychology which are worthwhile. I must say the newer state adopted books look better. I commend you for your understanding--we certainly need it

104 please send this material to my home address

Sandra Hayes
Route 5, Box 381
Milton, Florida 32570

105 sociology and social psychology are combined in our school

112 students want to learn more about psychology and how to conquer doubts and fears about themselves. Please if possible send two copies as I have another teacher interested in teaching psychology

113 I initiated the course in psychology for the first time four years ago, but after teaching the course for only one semester I left and moved to another state because my husband was transferred. The course was dropped and not offered again until this year (72-73) when I returned as counselor. The students enrolled seem to enjoy the course very much

115 I feel that these courses (psychology, sociology, human relations) are virtually and increasingly necessary in our world today but are not getting the support from <u>higher up</u>

121 I am a social studies major but teaching psychology. I am a new teacher and I intend to take additional college courses in psychology. I really enjoy teaching it.

129 I am <u>very</u> interested in psychology and "work it in" wherever possible and appropriate in my English and Current Events classes. I have suggested a "mini-course" (elective) for next year for 11th and 12th grade students.

131 due to small size of our school would not be too practical

132 this is the first year we have taught psychology

135 our senior Youth Guidance class is Bible oriented but psychology is a popular and important facet of the class. It is taught by the religion teacher

138 would like to know how one continues his education in the field

141 we are now planning a psychology course and will be needing more information and material

143 I appreciate your interest in our program. It certainly helps me find out things are being done in our field

144 my biggest problem is that I need more time

145 this is the first year since 1962 (approx.) psychology has been offered - lack of materials was drawback

147 sorry this is so limited. Students are anxious for psychology

148 for the first time this year psychology was open to 11th graders. I have found in most cases this is a mistake - they cannot handle the information in a mature fashion and I feel have handicapped the progression of my usual 10th grade students

154 I would appreciate any materials that might be available to aid me as a teacher

156 there are too many "cheap psychology" books going around which teenagers read. They need some good solid orientation in order to understand themselves and cope with their problems in a realistic and healthy way

157 if the text used were stimulation and other materials were available for student research, the course would become a good deal more popular

158 psychology is to be offered as a one quarter elective for juniors and seniors next year. It will not be comprehensive, but it will center on one or more aspects or areas - i.e., personality is the one most frequently requested

159 glad someone is this interested! We have been working strictly on our own up to now, and don't think anyone but the classroom teacher and guidance dept. knows what we are trying to do. Thank you very much - this is like a gift from heaven! Very anxious to hear results

167 a 2-semester psychology course will be offered next school year. approximately 50 students are enrolled. Texts and materials presently being evaluated

177 using new text next year. Tallent and Spungin, "Psychology, Understanding Ourselves and Others", American Book Co. 1972

179 I feel the course is greatly needed in our high schools today. Students respond to the course real well

188 in past times, psychology has been a most controversial course, i.e., sensitivity labs, etc. If a more practical traditional course was offered, we might be interested

189 we had a very good program in psychology when we had good teachers, but with their transfer and a poor teacher our program was ended because of administrative problems created by the teacher - students could not stand him. I am no psychology teacher! Hope this form helps, am doing this while in a conference

196 we try to give the course as an elective so our students with emotional problems can learn more about what causes them and what can be done about them

199 I am teaching at college level using a college textbook (Atkinson and Hildard) I will like to see an advanced program or examination so that a passing student be accredited that course in college. In my course students read from 5 to 10 books and report it, and write 4 term papers. I am willing to cooperate in any kind of research of this type

205 textbooks I have seen have too much theory - little practical application - students are very interested in the mind and thoughts

208 this is a small rural school with a K-12 enrollment of less than 500. Psychology as an elective cannot be offered since we have neither the physical space nor the personnel to teach it. We are rather limited as to the types and numbers of electives that can be offered even in the Humanities and Sciences again for the reasons given above

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THE STATUS OF PRE-COLLEGE PSYCHOLOGY IN THE STATE OF FLORIDA DURING 1970-71 and 1972-73: A COMPARATIVE REPORT

by

Robert J. Stahl and J. Doyle Casteel

During the 1970-71 school year, a survey of Florida secondary schools relative to the teaching of psychology in Florida was conducted and the results were reported by the two authors.[1] In light of the tremendous growth of psychology over the past two years and with the growing efforts of diverse educational groups in Florida to establish certification and college degree requirements relative to training teachers to teach these courses at the pre-college level, the authors felt a need to repeat the survey after two years.

A new questionnaire was designed 1) to obtain data on the same broad range of areas and topics pertaining to the status of psychology in Florida secondary schools as was collected on the previous study; and 2) to get information and data relevant to a number of other areas and subjects not included on the previous survey but which were considered important. In April, 1973, a four-page questionnaire containing 37 items accompanied by an introductory letter and a stamped, self-addressed envelope was mailed to 447 Florida secondary schools. After receiving an up-dated listing of

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[1] Stahl, Robert J. and Casteel, J. Doyle, The 1970-71 Study on the Status of Pre-College Psychology in the State of Florida: A Final Report, Gainesville, Florida: P.K. Yonge Laboratory School Resource Monograph No. 6; November 22, 1972. 22 pages.

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schools from the Florida State Department of Education, thirty-eight schools were excluded from the 447 figure. This report includes data from 218 responses in the 409 schools surveyed (53.3%).

The survey revealed that psychology as a separate course of study was taught in 175 of the 218 Florida secondary schools responding to the questionnaire. When compared to data collected in the 1970-71 survey, this 1972-73 figure represents an increase of thirty-five schools (25.0%) offering separate courses in psychology in two years. While 175 schools (80.3%) offered separate psychology courses within their curriculum, 158 of the 175 respondents (90.3%) actually taught the course designated as psychology in their school. This report concerns itself primarily with the responses of the 158 respondents who actually taught the separate course of psychology. These teachers are grouped to form one category of respondents while the remaining 60 respondents were combined and are referred to herein as those not teaching the psychology courses.

According to the data reported in the 1970-71 survey report, 19,779 students were enrolled in all psychology courses ranging in length from six weeks to one year with 128 teachers teaching separate psychology courses. Respondents to the more recent survey reported that during the 1971-72 school year, 24,709 students had enrolled in their psychology courses with that enrollment increasing to 25,201 students in the 1972-73 school year. The 1971-72 figure represents an increase of 24.9 percent over the 1970-71 figure with the 1972-73 enrollment showing a 27.4 percent increase over the 1970-71 enrollment for all courses over six weeks long.

The 17,412 students enrolled for a one semester course during

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the 1972-73 school year represents a slight decrease of .01 percent in student enrollment over a two year period for courses of that length. This total is a 39.1 percent increase over the 1968-69 student figures (12,519 students) supplied by the Florida State Department of Education. The 158 teachers represent a gain of thirty teachers (23.4 percent increase) in the two year period and a 154.8 percent increase over the 1968-69 State Department teacher tally (62 teachers). While the pace of student enrollment in separate psychology courses has slackened over the past two years (57.9% from 1968-69 to 1970-71 to 27.4% from 1970-71 to 1972-73), psychology continues to be one of the fastest growing course offerings in the history of Florida education.

In examining the responses of the 158 teachers who taught the course, the data indicated that these course were offered primarily in public secondary schools (135 responses or 85.4%) with Non-Catholic private religious schools (11 responses or 7.0%), private non-religious schools (6 responses or 3.8%), and Catholic parochial schools (4 responses or 2.5%) following in that order. In addition, classroom teachers of psychology in one military academy and one vocational-technical school responded to this survey.

The 158 teachers taught their courses in schools with dissimilar total student enrollments, racial mixtures, and urban-rural settings. The data collected relative to these school characteristics are reported below.

One hundred and one teachers (64.3%) taught in secondary schools with over 1,000 students enrolled. Schools with enrollments of 501

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to 1,000 ranked second with 25 responses (15.9%); 201 to 350, third with 11 responses (7.0%); 351 to 500, fourth with 9 responses (5.7%); 101 to 200, fifth with 7 responses (4.5%); and, schools with less than 100 students enrolled, sixth with 4 responses (2.5%). In part these data may suggest that psychology is considered to be a valid but not a critical component of many course offerings provided by schools. The data also suggest that required instructional components (e.g., American History) operate to restrain the development and offering of psychology courses in small high schools.

Of the 154 teachers who responded to the item concerning the approximate ratio of whites to blacks attending their school, 110 teachers (71.4%) indicated they taught at schools with a racial balance of approximately 80 percent white and 20 percent black. Twenty-three teachers (14.9%) taught in schools with a 65%/35% white-black ratio; 7 teachers (4.5%) in schools with an approximate 50%/50% ratio; 3 teachers (1.9%) in schools with a 35%/65% white-black ratio; and 11 teachers (7.1%) in schools with a 20%/80% ratio.

A clear majority of the teachers (89 or 57.8%) taught in secondary schools whose geographic and social setting were predominantly urban in nature. Thirty-five teachers (22.7%) taught in primarily rural schools while 30 respondents (19.5%) indicated their school drew students about equally from both urban and rural settings.

Information about the racial mixture and sex of the students enrolled in the psychology courses was sought. One hundred and twenty-nine of the 154 teachers (84.9%) responding reported that they taught classes which had a racial mixture of approximately 80

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percent white and 20 percent black. This suggests that in better than four-fifths of all psychology courses taught in Florida secondary schools, the student enrollment is approximately four whites to one black regardless of the white-black ratio of the total school population. The data concerning the whites to blacks enrollment for the other ratios specified in the questionnaire also support this claim. The second most frequently indicated ratio of whites and blacks enrolled in the courses was the 65% white/35% black ratio (10 responses or 6.6%), with the 50%/50% ratio third (5 responses or 3.3%), and the 20% white/80% black ratio fourth (8 responses or 5.3%). No teacher responded to the 35% ~~black~~ white/65% ~~white~~ black ratio included in the questionnaire. In only 8 of the 14 schools with predominately black student enrollments did psychology courses enroll more blacks than white students. This data suggest that blacks may not perceive psychology as beneficial to their lives or relevant to their needs and interests while it may indicate that the psychology course is one of the last bastions against integration still remaining in the secondary school curriculum. While other interpretations of the data are possible, insufficient information allows only for conjecture at this time.

In regard to the sexual make up of the psychology classes, it was found that in better than two-thirds of the cases (69.1%), the majority of students in the classes were girls. Twenty-six teachers (17.1%) indicated an approximately balanced classroom while only 21 teachers (13.8%) reported that a majority of students enrolled in their courses were boys.

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That the blacks are less likely to select psychology than whites and that girls are more likely to enroll than boys raise interesting questions. Do blacks perceive psychology as less valuable than other offerings? Do boys perceive the course as feminine in content or instructional process? Can psychology be used to help students (black and white, male and female) to address themselves to the social and personal events that influence and impinge on their lives?

Information pertaining to the grade level of the students enrolled in the courses was obtained. Courses open to only ninth graders or only tenth graders were offered at only one school each. Three teachers (1.9%) indicated their courses were open to just eleventh graders while 47 (30.1%) reported courses open only to twelfth graders. The grade combinations which received the most responses were the eleventh and twelfth grades combined (69 responses or 44.2%) and the tenth through twelfth grades (33 responses or 21.2%). The ninth through twelfth grades combined received only two responses (1.3%). In 1970-71, courses enrolling just twelfth graders or eleventh and twelfth graders combined were found in 84.4% of the schools. The 1972-73 data revealed this had declined to 74.3 percent. These figures represented a tendency of schools over the past two years to break from the pattern of primarily enrolling seniors in the course and a growth toward allowing more tenth and eleventh graders to enroll in the courses. This may mean that psychology is seeking a niche in the social studies programs offered at the secondary school level. These data also suggest that psychology as a course offering usually competes with Economics,

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Sociology, Problems of Democracy, and other behavioral science offerings for the attention of twelfth graders with either eleventh or tenth and eleventh graders allowed to elect the course. Those interested in increasing the number of psychology offerings might well contemplate developing courses and instructional materials for ninth and tenth grades. Less competition with other behavioral sciences is likely. Typical ninth and tenth grade course offerings for the social studies are less established in tradition, convention, and law than American History (eleventh grade) and Americanism vs. Communism (twelfth grade).

Data were collected relative to the length of time the specific courses in psychology were offered. The most frequent response showed 100 schools (64.5%) offered the course for one semester in length. This figure was nearly identical to the 1970-71 percentage (66.4%) for semester course offerings. The other choices and responses were: a) a full year (40 responses or 25.8%), b) nine weeks (7 responses or 4.5%), and c) six weeks (3 responses or 1.9%). Five respondents (3.3%) indicated their courses were offered on the trimester system of 12 weeks in length. In light of the data from the 1970-71 study, there appears to be a slight tendency to offer fewer year long courses in psychology while at the same time increasing the number of courses six weeks and nine weeks in length. This trend suggests again that there is a desire to increase the number of students enrolling in separate psychology courses, and those so committed believe this is possible only by limiting the length of the courses rather than increasing the number of teachers teaching the course.

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When asked if the specific courses in psychology were offered as an elective or required course at their school, 141 of the 157 respondents to this item (96.8%) selected the former. This is a slight decrease from the 1970-71 data which revealed 98.4 percent of the courses were elective. The percentage of schools requiring psychology courses of their students rose from 1.6 percent to 3.2 percent in two years.

The survey obtained information relative to the identity of courses or subject areas other than those specifically labeled Psychology which contained some psychological principles and subject matter. In examining the combined responses of the 218 respondents, it was again found that 'psychological' subject matter was taught in a variety of other courses and was again considered important by the respondents to the comprehension and application of those subject areas. Courses identified as containing psychological subject matter were: Sociology (28 responses or 37%); Problems of Democracy (26 responses or 35.1%); Family Life (22 responses or 29.7%); Child Development (14 responses or 18.9%); Home Economics (14 responses or 18.9%); and Contemporary Issues (11 responses or 14.9%). The choice labeled "other" received 14 responses (18.9%) and included such courses as Religion (4), Anthropology (3), Teenager in Society, Human Relations, Farm Relations, Nursing Education, Senior Youth Guidance, Social Studies Seminar, and Modern Family Living. Although only 74 respondents marked this item of the questionnaire, many of them marked at least two of the choices with some indicating 'psychological' subject matter was included in three or four different courses taught in their school. This would support earlier

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data relative to the efforts of schools to at least introduce more students to psychological concepts and subject matter. Additionally, the data may suggest that the schools were making a great effort to incorporate as much 'psychology' as they could into existing courses when they were not able to offer their students separate courses in psychology. Forty-four of the 158 psychology teachers indicated that psychological principles and information were being taught in other courses at their school as well as in their own separate courses.

When the respondents were asked whether the course was considered a popular course for students to take at their school; 136 of the 145 teachers (93.8%) marking this item answered in the affirmative. This was nearly the same figure (94.5%) reported in the 1970-71 study. Interestingly enough, of the five teachers who reported their courses were required courses at their school, four indicated the course was not considered popular by students. It is not surprising that psychology courses are perceived by students as being more beneficial when these courses are freely elected by the students rather than imposed upon them by school requirements for graduation.

In another item related to the popularity of the courses, respondents were asked if student demand for and enrollment in specific psychology classes had increased, decreased, or remained steady over the past two or three years. In schools where specific courses in psychology were offered, 87 of the 137 teachers (63.4%) who responded to this item indicated that enrollment and demand for the course had risen over the past two or three years. The 1970-71 survey revealed a slightly higher percentage (65.2%) of teachers

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reporting a growth in demand and enrollment over a two to three year period. Twelve teachers (8.8%) reported a decrease while 38 respondents (27.7%) indicated a fairly stable enrollment and demand. This latter figure is nearly identical to that obtained two years previously when 27.0% reported a stable enrollment. Again as in the 1970-71 survey, teachers reporting decreases in enrollment noted that the reason for the decrease was largely attributable to one of two causes: first, the school's total enrollment had dropped tremendously as new schools were opened in the area; and second, the teachers who had taught the course before had departed; consequently, the principle reduced the number of psychology courses offered. This suggests still again that psychology has not found a conventional place in the curriculum. It would appear that those interested in increasing psychology offerings must do two things: (1) determine what knowledge, what understandings, and what concepts a high school student can anticipate knowing as a result of instruction in psychology; and (2) convince those who exercise influence over the curriculum that the consequences of such knowledge, understandings, and conceptual power are of primary value as an integral (one is tempted to say essential) element of general education.

Information pertaining to the subject area of certification and college preparation of teachers teaching psychology was sought. As expected, social studies certificates were held by 128 of the 148 teachers (86.5%) teaching the course. This compares to 71.8% of the teachers in the 1970-71 study. Guidance and Counseling certificates were held by 23 respondents (15.5%) with Home Economics (6 responses or 4.1%) and Science (4 responses or 2.7%) following in

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that order. A number of respondents indicated they held degrees other than those specifically identified in the questionnaire or were certified by the Florida Department of Education in two or more areas. When their responses were analyzed, the data revealed that some of the psychology teachers held certificates in Administration (7 responses), Language Arts (5 responses), Foreign Languages (3 responses), and one each in Physical Education, Library Science, Journalism, Mathematics, Bible, Elementary Education, and Theology. Ten teachers did not respond to this item of the questionnaire.

In Florida, as in most other states, a teacher could (and still can) teach psychology courses at the secondary school level without having had a psychology or educational-psychology course in college since no certification requirements have been spelled out by the state certification agency. However, the data revealing the strong social science background of the teachers teaching the specific courses and the background of those who include psychological subject matter in their courses suggest that administrators and teachers are continuing to perceive the course as a social studies rather than a science course and that social science teachers are perceived as the teachers most able to teach the psychology courses.

One-third (51 responses or 33.9%) of the 150 teachers who responded to the item indicating the level of their college training reported they held a masters degree. Twenty-six teachers (17.3%) had completed some work beyond the masters level. One teacher had attained the specialist rank and one the doctorate. Thirty-seven teachers (24.7%) held the bachelors degree only while 34 teachers

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(22.7%) had completed some course work beyond the bachelors degree level but had not yet received a masters degree. These data reveal that 75.3 percent of the classroom psychology teachers had completed work beyond the bachelors degree level.

In examining the number of semester hours the 158 teachers had accumulated in psychology and educational psychology courses at either the graduate or undergraduate level, it was found that these teachers averaged 25.1 hours of college course preparation. The amount of their college preparatory background ranged from a low of zero hours (15 respondents) to a high of 75 semester hours with a mode of 24 hours. Wide descrepancies do exist in the college preparatory background of pre-college level psychology teachers. These data also indicate that the 1972-73 teachers had increased their college course work by an average of 2.4 hours over their 1970-71 counterparts who averaged 22.7 hours. The data suggest that many psychology teachers enrolled in at least one 3-hour psychology course at the college level between 1970-71 and 1972-73, lending support to the claim made by several respondents in the 1970-71 survey that they felt they needed more training at the college level and would seek to obtain this preparation. The number of teachers with no college psychology course background increased slightly in the two-year period.

Of the 158 teachers, 152 responded to the item regarding their attitude about their college course preparation. A majority of the teachers (115 or 75.7%) reported they felt they had enough college preparation to teach psychology adequately in the high school. Thirty-seven teachers (24.3%) felt less confident about their

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training and did not consider their background adequate for teaching the course. When asked if they felt they had enough college course work to teach psychology adequately at the secondary school level, 71.8% of the 128 teachers answering the 1970-71 survey responded affirmatively. A comparison of the data from the two surveys indicates that the 1972-73 teachers felt more positive about the adequacy of their college preparation (an increase of 3.9%) than did the 1970-71 teacher respondents. These data seem to support the claim made in the report of the 1970-71 survey results that administrators and department chairmen are most likely to select those teachers whom they feel can do a good job of teaching the course rather than randomly assigning the course to any teacher on the staff. The information regarding subject area of certification would indicate that these administrators are willing to staff courses with teachers from a wide variety of subject area specialties and from different degree levels to find a teacher for the course.

Additional information relative to the general approach of the teachers to their courses, the topics which were taught, and the objectives set for the courses was sought.

Teachers were asked whether the approach they took towards their courses tended to be behavioristic or humanistic in orientation. Of the 152 teachers who responded to this item, 80 (52.6%) reported their approach was behavioristic with 59 teachers (38.8%) indicating a humanistic approach. Since 13 respondents refused to lean either way and wrote in "both" or "about even", their responses were combined and made up 8.6 percent of the replies to this item. The fact that a majority of teachers indicated their approach tended to be more behav-

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ioristic than humanistic runs counter to what was anticipated especially in light of the strong social studies background of most of the teachers teaching the course. These figures also run counter to the authors' conjecture in the 1970-71 final report that the strong social studies background of psychology teachers suggested a definite humanistic outlook by these classroom teachers in their approach to teaching psychology. However, with the current movement toward labeling psychology courses "behavioral science" courses, the introduction and use of a state-adopted textbook with "behavioral science" in the title, and the lack of an articulated "humanistic" psychology curriculum for the secondary school, the stated preferences of these teachers toward behavioristic labels, and perhaps methods and concepts as well is understandable. The reader is cautioned not to equate respondent selection of 'behaviorism' with the work of B.F. Skinner, Albert Bandura, and other strict psychological behaviorist. The objectives toward which most respondents designed and taught their courses and the topics they included in these courses add merit to this caution.

Teachers were asked to identify the objectives they set for teaching their courses at the secondary school level. This item of the questionnaire allowed teachers to check any number of the 12 objectives already provided and included an invitation to add additional objectives. A number of teachers marked several objectives. The three objectives receiving the most support and passing the 75.0% level were: a) to help students cope with problems associated with emerging adolescence (132 responses or 84.0%); b) to assist students in adjusting to life and solving life's problems (126

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responses or 80.2%); and, c) to apply psychological knowledge in order to understand contemporary social problems and events (124 responses or 78.9%). The three objectives least supported by these teachers were: a) to help students in their vocational planning (31 responses or 19.7%); b) to prepare students for college psychology courses (56 responses or 35.6%); and, c) to assist students in preparing for family life (83 responses or 53.8%). Other objectives set for the course and identified by these teachers in the "other" category of this item were: to help students accept others on equal terms; to help students become reasonably happy, reasonably successful, reasonably adjusted viable citizens; to introduce students to psychology as a true behavioral science; to provide students with the opportunity to understand and accept their development; to enable students to better understand man as he behaves in literature, history and the contemporary world; to teach the students to understand the types and causes of human behavior; and, to help the students understand his complete being--Body, Mind, and Spirit. Apparently skeptical of the value of psychology courses on the pre-college level, one respondent listed as the objective of these courses "to supply another elective which looks good on paper!" In reviewing the objectives specified for the psychology courses, it is apparent that they emphasize general "life-adjustment" and "mental health" objectives while they de-emphasize preparation for career, college, and family life activities.

A list of twenty-two topics generally covered in psychology courses in secondary schools were listed in the questionnaire. The respondents were invited to indicate all of those topics which they

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included in their courses. The five topics covered most by the teachers teaching the specific courses in psychology were intelligence (145 responses or 92.4%), mental illness (140 responses or 89.2%), personality theory (139 responses 88.5%), mental health (135 responses or 82.8%), and emotions (130 responses or 82.8%). Those topics least covered included statistics (37 responses or 23.5%), child care (45 responses or 28.6%), the human body (biological background) (65 responses or 41.4%), love (88 responses or 56.0%), and human growth and development (90 responses or 57.3%).

An item was included seeking information as to what topics should be included in psychology courses taught at the secondary school level. The respondents were invited to select the topics that should be included in these courses with the option of adding additional topics if the ones provided were not sufficient for their needs. Four of the top five topics previously identified as the topics most often covered in psychology course taught by these teachers were checked as those topics which ought to be included in pre-college psychology courses. The lone exception, intelligence, which ranked number one in topics taught, ranked number seven on the topics to be included item. The top five topics these teachers listed as those which ought to be covered were emotions (137 responses or 92.5%, mental illness (132 responses or 89.1%), mental health (131 responses or 88.5%), personality theory (127 responses or 85.8%), and motivation (124 responses or 83.7%). The fifth topic, motivation, reached eighth place in the topics included in current courses section of the questionnaire. The topics considered least important on the basis of whether they should be included in psychology courses on this level were statis-

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tics (52 responses or 35.1%), the human body (63 responses or 42.5%), child care (70 responses or 47.2%), parapsychology (84 responses or 56.7%), and heredity and genetics (92 responses or 62.1%). Three of the five topics selected as least appropriate are closely associated with "behaviorism" (statistics, the human body, and heredity and genetics), and three of the top five topics (emotions, mental illness, mental health) are associated with "humanism". Thus, even though there teachers perceived themselves as being primarily behavioristic in their approach to their courses, the topics they covered in their courses and those they wanted to see included in courses taught at this level clearly favored "humanistic" approaches, objectives, and topics at the expense of more "behavioristic" ones. Several teachers responded to the invitation to identify other topics that ought to be included in pre-college psychology courses. A number of teachers desired to see some treatment of sex education information in these courses and used phrases such as "the psychological functions of sex" and "sex and the meaning of love" to illustrate the direction this topic should take in secondary school courses. Other topics mentioned by these teachers included mythology, witchcraft, leadership, frustration, the troubled personality, the psychology of propaganda, and the methods, techniques, and services used by professionals to treat the various mental, emotional, and behavioral disorders.

Florida secondary school teachers again reported they were in great need of new and various kinds of materials, instructional aids, and information to help them do a more adequate job of teaching their psychology courses. The 1972-73 survey analysis revealed that

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these classroom teachers desired a great deal of assistance in the form of materials and instructional aids and were quite willing to identify the materials and the type of assistance they wanted. An overwhelming number of the 158 teachers and the 60 other respondents to the survey indicated that this assistance and instructional material would help them improve the quality of the courses they were teaching. Their responses clearly demonstrated their thoughts and feelings toward getting newer, more useful, and larger quantities of instruction materials and resources.

As expected, a large number of the 158 teachers used at least one of the four state adopted textbooks in teaching their courses. With all of the 158 teachers responding to this item, 97 teachers (61.4%) indicated they used the textbook entitled Psychology: Its Principles and Application by T.L. Engle and Louis Snellgrove. Psychology: The Science of Behavior by A.A. Branca was being used by 34 teachers (21.5%); Introduction to Behavioral Science edited by E. Fenton was being used by 24 teachers (15.2%); and Psychology by W.J. McKeachie and C.L. Doyle was used by 15 teachers (9.5%). In contrast to the 1970-71 survey on which twenty-three teachers indicated they used more than one of these textbooks, data for this survey revealed only 12 teachers used more than one state adopted textbook in teaching their courses. The data also revealed a number of changes in the past two years relative to the use of state-adopted textbooks by these teachers. Data pertaining to the psychology text authored by Engle and Snellgrove indicated that while there was an increase in the number of teachers using it from 86 to 97 teachers in two years, its overall popularity and use by teachers

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declined from 73.5 percent of the teachers in 1970-71 to 61.4 percent in 1972-73. However, it still managed to maintain its position as the most used psychology textbook on the pre-college level in the state of Florida. The 1970-71 second most used textbook, Psychology: The Science of Behavior again received the second highest responses (29 in 1970-71, 30 in 1972-73); but the third place textbook, Psychology, by McKeachie-Doyle, was not so fortunate in this survey. Psychology dropped to fourth place in usage in 1972-73 (from 21.4% to 9.5% use in two years) with its former third position being taken over by the inquiry-oriented text Introduction to Behavioral Science which captured 12.3% of the responses. These data when compared to the results of the previous study suggest that psychology teachers are not only looking for better and more informative textbooks; but, when given the opportunity will purchase and use these books to assist them in improving the quality of their courses. However, despite the fact that these teachers had four state-adopted textbooks from which to choose and even though twelve percent of them were using a newly adopted textbook a greater percentage of teachers (52.3%) reported they wanted a different kind of text than did those who responded to the 1970-71 study (49.2%).

Additional information regarding the use of these textbooks was collected. An examination of these data revealed that in twenty-nine percent of the cases, these state-adopted textbooks were used a great deal of the time by those teachers teaching the courses in psychology. One-third of the teachers (33.1%) reported they used these textbooks often while twenty-eight percent of the teachers reported using them occasionally. Thirteen teachers (9.4%) who

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responded to this item reported they never or rarely used these texts even though they had them available in their classrooms for student use. The overall tendencies suggested nearly parallels the results obtained on the 1970-71 survey when 64.6% of the teachers reported they used the state-adopted textbooks often or a great deal of the time. However, two years previously, 26.7% of the respondents indicated they never used or occasionally used these books while the percentage rose to 37.4% in the 1972-73 survey. This general negative trend in using the current state-adopted textbooks is supported by additional data indicating that 31 of the 139 teachers who responded to this item used these textbooks for lack of any other reading material(s). The data support the claim made in the 1970-71 report and reiterated in this essay that these widely used textbooks are not including the kinds of topics, concepts, information, and subject matter that classroom teachers feel ought to be investigated, explored, and taught in the secondary school classroom.

Despite the fact that the past two years has seen a tremendous increase in the availability and quantity of commercially produced instructional aids and materials for psychology teachers to use in their classrooms, 94.7 percent or 144 of the 152 teachers responding to this item reported they felt a need for more materials and information to help them do a more adequate job of teaching psychology. This figure, compared to the 96.1% reported two years ago, indicates a slight decline in the 'felt needs' of these psychology teachers. However, 152 of 153 teachers (99.3%) indicated they would use these materials if they were made available for their use. This is an increase of 2.4% over the 96.9% recorded for this item on the 1970-71

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survey. These data suggest that while the 1972-73 teachers did not have the same feelings about needing new and more instructional materials, they did indicate they would use them more if they were made available for their use.

Data were also sought relative to the specific kinds of materials psychology teachers wanted to see made available to them for use in their psychology courses. (See Figure I). An analysis of the data presented in the figure indicates the divergent and convergent needs as well as the overall preferences of the respondents:

1. The 153 psychology teachers indicated a greater desire for materials and resources than those respondents who did not teach the course and those teachers responding to the survey two years previously. Out of the fourteen materials areas from which to choose, the psychology teachers (Category I) checked an average of 7.9 items while the other 30 respondents (Category II) averaged 3.2 selections. The 128 teachers in 1970-71 averaged 7.4 selections.

2. The two materials areas (films and materials for classroom experiments) ranked first and second by the psychology teachers as most needed were ranked second and third respectively by those not teaching the psychology courses. Those not teaching the course selected simulation games as their first preference. However, the two materials areas selected by the 153 classroom teachers were identical to the top two choices of the teachers two years earlier.

3. Materials directed towards helping the slow learner still received the least responses from psychology teachers after two years. This type of materials ranked thirteenth out of fourteen categories (55 responses or 35.9%) in 1972-73 and eleventh of twelve categories (40 responses or 31.2%) in 1970-71. There does however appear to be a slight trend toward desiring more materials for slow learners.

4. While one-half of the classroom teachers in 1970-71 requested a curriculum guide to assist them in planning and teaching their courses, only forty-three percent of the 1972-73 teachers reported a need for such a guide. Apparently, teachers of psychology at the time of the secondary survey felt more comfortable about planning and organizing the courses they were teaching. This may also reflect the consequences of their previous

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FIGURE I

What type(s) of additional instructional materials relating to psychology would you want to see made available for your use?

	Category I * (with percentages)	Category II **	Total All Respondents ***
A. Films	135 (88.2%)	21	156
B. Materials for classroom experiments	131 (85.6%)	20	151
C. Simulation games	117 (76.5%)	22	139
D. Filmstrips	116 (75.8%)	15	131
E. Overhead transparencies	102 (66.7%)	13	115
F. Posters and pictures	93 (60.8%)	12	105
G. Audio tapes	91 (59.5%)	18	109
H. A different kind of textbook	80 (52.3%)	10	90
I. A newsletter or bulletin for teachers	75 (49.0%)	10	85
J. A reference service for students	72 (47.1%)	13	85
K. Pamphlets relating to careers in psychology and related fields	72 (47.1%)	9	81
L. A curriculum guide	66 (43.1%)	12	78
M. Material for slow learners	55 (35.9%)	13	68
N. Other (specify)	10 (6.5%)	3	13

* Category I represents the 153 psychology teachers who responded to this item of the questionaire.

** Category II represents the responses of the 60 respondents not teaching the psychology courses.

*** The Total represents all 213 respondents who responded to this item.

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experiences teaching the course or of their additional college training reported earlier.

5. Because of the widespread use of simulation games and audio tapes and the frequent inclusion of the items in the "other" category listed in the earlier survey form, both were included as distinct categories in the 1972-73 questionnaire. Simulation games ranked third among the fourteen categories (117 responses or 76.5%) and audio tapes ranked seventh receiving 91 responses (59.5%).

6. The most drastic change in the preferences of the psychology teachers over the two year period was in the area of providing a reference service for psychology students. Two years ago, 74 of 128 teachers (57.8%) desired such a service for themselves and their students, placing this category fourth among the twelve choices. The 1972-73 data revealed that only 47.1% of the teachers still felt a need for this service causing it to drop to tenth place among fourteen categories.

7. Among the materials or resources specifically identified by teachers in the "other" item of the survey were: a pool of guest speakers (3), the APA newsletter, Periodically (3), magazines like Psychology Today and Human Behavior in class sets (2), and skinner boxes, mazes, color wheels, examples of intelligence, personality, and aptitude tests, mental health information, and case studies (one each).

Because of the responses of these teachers and in light of the similarity of the results over two years, it appears that the conclusions about the availability and accessibility of instruction resources and materials made in the 1970-71 report are appropriate to and can be repeated in this report:

1. There is very little in the way of materials and information available for use by these teachers; or

2. The materials and information now available have not been adequately publicized so that teachers are unaware of their existence; or

3. What is available is of such low quality that teachers prefer not to use any materials or chose to develop their own rather than to use much of what is currently available. Several teachers reported they were able to adapt articles from popular magazines, various psychology journals, and newspapers in order to provide supplemental materials for their courses; or

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4. The materials now available are not the types teachers want to use in light of being functional to the purposes of the psychology course as seen by the teachers; or

5. The purposes of teaching psychology on this level have still not been articulated with much clarity, and there is no accumulated wisdom serving to structure these courses on the basis of tradition such as exists in the other social sciences; hence, teachers have no guide lines to follow in terms of planning and teaching their courses or ordering instructional materials needed to teach their courses in psychology.

The data received from the 1972-73 survey and the conclusions based upon an analysis of these data both suggest that these classroom teachers are still not content with the courses they are teaching or the materials they are using to teach them. These teachers are very interested in improving the quality of their courses and are concerned with finding ways of doing so. Their responses clearly indicate that what has been done to assist them in the form of instructional material and information has not been adequate to meet their needs. It also appears that these teachers are willing to further their academic training in order to do a more adequate job of teaching their psychology courses; and this may result in an increased desire on the part of these teachers for materials and resources in the future.

Thirty-five respondents expressed interest in offering psychology courses at their school providing adequate materials and personnel were available. This represents 81.4 percent of the 43 schools not offering separate courses in psychology. Only eight respondents replied negatively to this possibility.

Thus, the need for educators, scholars, colleges of education, state boards of education, curriculum planning committees, and professional organizations interested in psychology on the

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secondary school level to join forces to provide teachers with some of the information, materials, equipment, resources, curriculum guides, instructional units, classroom activities, and teaching methods they need is still urgent. In addition, the college preparation these teachers need and are seeking must be provided in the pre-service and in-service programs offered by the various colleges of education in the state and/or by training programs established by the various professional organizations interested in pre-college psychology. These educational and professional groups must share ideas, personnel and resources in order to deal more effectively with the problems related to teaching psychology to secondary school students. At the same time, colleges of education and state boards of education must not set up hastily assembled degree or certification programs which could result in creating additional problems rather than bringing about an improvement in the quality of the course offerings. Currently throughout the country, the various proposals and suggestions made by those concerned with psychology on the pre-college level are beginning to attract the attention of those influential persons and groups involved in curricular, teacher-training, degree, and certification decisions. .

After analyzing data from two surveys, the authors are convinced that those interested in pre-college psychology ultimately must make three decisions. Unless these decisions are made, persons interested in or teaching psychology on the secondary school level are likely to remain unhappy or uncertain with what is taught, with the objectives of instruction, with the orientation of the course,

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with instructional materials, and with the training of those who teach the psychology courses. Stated briefly these three decisions are:

1. Psychology as an instructional discipline for high school students requires definition. This definition should be functional (purposeful), structural (organizational), and pedagogical (instructional procedures).

2. Once psychology has been defined, a decision must be made relative to clientele. Who will take the course? To prepare course objectives and instructional materials for ninth graders calls for acknowledgment of constraints that are not as likely to operate with twelfth graders. To prepare materials and design textbooks for selected students who have the time or the bent to take an extra elective differs from preparing materials and writing textbooks for heterogeneous groupings of students. The identification and statement of objectives, the preparation of materials, and the writing of textbooks should be completed only after decisions as to who should take the courses are made.

3. Also with psychology defined, one should be able to describe the qualifications by which teachers can be prepared, certified, and selected to teach the high school psychology courses.

The suggestion that these decisions be made is not to presume that only one answer or one pattern of instruction in psychology is desirable. Rather, hopefully, these suggestions will stimulate debate and generate alternative patterns, subject to empirical verification and validation.

Section IV

A Review of the Literature

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A REVIEW OF THE LITERATURE

Psychology has been included in the secondary school curriculum since the 1830's. By 1900, it was designated as a separate course with over twelve thousand students enrolled. By 1935, its growth had become so significant that the American Psychological Association (APA) organized a separate committee to study its progress.

The 1948-49 Biennial Survey of Education reported that enrollment had increased to nearly fifty thousand students. In the twenty years between 1932 and 1952, psychology courses in the high schools grew significantly faster than either sociology or economics course.

The course gained in popularity and enrollment through the fifties and sixties. Records on student enrollment in 1963 indicated that nearly two hundred percent more students were taking the course than had taken it fourteen years before. A sharp rise in schools offering the course and the increase in the number of states teaching psychology further attest to this growth. By 1968 it was estimated that nearly 200,000 students were taking the course for credit. Estimates of enrollment by 1975 exceed the 300,000 mark.

Studies of secondary school psychology courses during the past two decades have tended to substantiate each other. The following list briefly summarizes the important characteristics and facts relative to the status of pre-college psychology:

1. Student enrollment and numbers of schools offering the course are rapidly increasing.
2. Students and teachers see the course as being valuable.
3. There is a need for psychology courses in the curriculum.
4. Courses are very popular among student.

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5. Courses are offered in all fifty states.

6. Courses are most often one semester in length.

7. Courses are offered as an elective more often than as a required subject.

8. Courses are more likely to be offered in schools with over 300 students.

9. Courses are most frequently opened to juniors and seniors.

10. Girls are more likely to take the course than boys.

11. Whites are more likely to enroll in the course than blacks.

12. The course is offered most often in urban school settings.

13. Personal adjustment and mental hygiene are the two most often stated objectives of the courses.

14. Courses are usually assigned social studies credit.

15. Teachers are predominantly certified in social studies.

16. Teachers develop and use a great deal of materials such as popular magazines to supplement their courses.

17. The T. L. Engle and Louis Snellgrove textbook, Psychology: Its Principles and Applications is the most popular text used.

18. Psychology is not required in any state for graduation.

19. More schools would offer the course if properly trained teachers were available.

Section V

A 223-item Bibliography

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